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ABSTRACT

This booklet was written by teachers for teachers, to help them implement career education in the classroom. Sample units were prepared by participants in a career education workshop held in June 1972, and additional material was adapted from career education literature recommended by teachers. Emphasis in the project was on people and what they do--refocusing curriculum around people and their occupations. The key element in curriculum development was always the teacher. Elements described in this Peoria career awareness and exploration project include goals, responsibilities, communication, interviews, career visits, and unit plans. (MF)

ED 066

Peoria Public Schools District 150

Peoria, Illinois

VT017184

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A Career Education program that already shows promise of becoming one of the best in the country is being developed rapidly in the Peoria Public Schools. It is being financed by a grant from the U.S. Office of Education. Significant steps have been made since the federal grant was approved January 14, 1972:

March 6	Dr. Chester W. Dugger appointed Director
April 7	Mr. Charles Pryor appointed Counselor
April 12	Mini-workshop to Introduce Career Education
April 13	Community Seminar on Career Education
June 12-23	Summer Workshop on Career Education: Development and Implementation
June 26	Employment of teachers and principals to develop a handbook on Career Education
September 1	District-Wide Institute on Career Education

The publication of this handbook is another important step toward the implementation of the Career Education Program.

The Summer Workshop generated great enthusiasm by teachers for Career Education. Some of the teachers who participated in that workshop helped write this handbook. You will detect their enthusiasm as you read it.

This handbook has been written by teachers for teachers. Thus, I am confident the teachers of the district will find it a practical, helpful booklet in meeting their responsibility to integrate career education throughout the curriculum.

In Peoria we have the need, commitment, and the opportunity to develop a model career education program. Business, industrial, professional, and labor leaders have already demonstrated they are ready to make this a total community effort. Career education is a sound concept. It has the potential of being the vehicle to revitalize education.

All teachers will be expected to weave career education into their teaching this year. They will find this handbook helpful.

Claude E. Norcross

Claude E. Norcross
Superintendent

ED 068684

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Project Peoria

Career Awareness and Exploration

chester w. dugger ed.d., director
charles v. pryor, counselor

PEORIA PUBLIC SCHOOLS DISTRICT 150
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PEORIA, ILLINOIS 61603

PREPARED BY CLASSROOM TEACHERS FOR CLASSROOM TEACHERS

SEPTEMBER 1972

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INTRODUCTION

During the 1972-73 school year each of the approximately 18,000 children in kindergarten through eighth grade (K-8) will be participating in the Peoria Career Awareness and Exploration Program designed to provide each student with:

1. Knowledge and positive attitudes toward himself.
2. An understanding of careers which serve him, the community, and society.
3. An understanding of his own values, including his career role and that of others.
4. Increased skills and experiences in decision making.
5. A better understanding of the economic system.
6. Opportunity to develop awareness that different skills are required to accomplish various tasks.
7. Comprehension of the relationship between the world of work and education.

The material in this booklet is designed to help teachers implement Career Education in the classroom. The suggestions for resources, content concepts, and performances are not intended to be complete but are presented to facilitate teacher involvement with the program.

ACKNOWLEDGMENTS

The material included in this handbook was selected from developments which began during the Career Education: Development and Implementation Workshop held in June, 1972. The sample units were compiled from those written by workshop participants. Much of the text was written by District 150 teachers. Other parts of it were adapted from extant career education literature upon the recommendation of teachers. The following teachers, counselors, and principals worked on the task of compiling resources to be included. The final draft was compiled and edited by the Career Awareness and Exploration staff. Art work was provided by Miss Shelly Epstein, recent graduate of Peoria High School and Miss Carole Seaver, teacher at Webster School.

K-2	School
Fran Bierly	Loucks
Irene Bohannon	Harrison
Cheryl Fuchs	Loucks
Laverna Wilkie	Thomas Jefferson
Phyllis Wilkinson	Glen Oak

3-4	
Nancy Bills	Greeley
Marsha Hankins	Sipp
Margy Hart	Kellar East
Lora Harvel	Sipp
Lucy Maxwell	McKinley
Carole Seaver	Webster
Josephine Tucker	Kingman

5-6	School
Kathryn Bennett	Glen Oak
Robert Itschner	Kellar West
Oneita Volz	Sipp
Virgil Weber	Von Steuben

7-8	
Jimmie Boatright	Trewyn
Lois Collier	Sterling
Bradford Craig	Loucks
Glenn Oltman	Youth Farm
Jean Scheffler	Trewyn
Nancy Tyree	Trewyn
Jimmie Chapman	Roosevelt
Don Hasenstein	Glen Oak
Clarence Oliver	Trewyn

CAREER DEVELOPMENT COMMITTEE

Bob Itschner, Chairman	Kellar West
Josephine Tucker, Co-Chairman	Kingman
Joe Boyle	Diagnostic Learning Center
Dale White	Trewyn
Goldie Albanito	Columbia
Don Hasenstein	Glen Oak
Glenn Oltman	Youth Farm
Winona Chestnut	Lincoln
Richard Wolf	Woodrow Wilson

A number of university and public school personnel have contributed significantly to the planning and implementation phases of the Career Awareness and Exploration Program. Among these are the following:

Mrs. Sandy Anderson	Teacher	Buffalo Grove, Illinois
Dr. Larry Bailey	Director, Career Development for Children	Southern Illinois University
Mr. Christian Burckel	Author and lecturer	Bronxville, New York
Mrs. Genevieve Carlson	Teacher	Batavia, Illinois
Dr. James Conley	Associate Professor	Western Illinois University
Dr. Frank Cordeli	Chairman. Foundations	University of Northern Colorado
Mrs. Arlene Dantzler	Teacher	Maywood, Illinois
Dr. Francis Davern	Professor of Education	Western Illinois University
Mrs. Frances Davis	Teacher	Bowling Green, Kentucky
Mrs. Rosetta DuBose	Teacher	Maywood, Illinois
Mrs. Eleanor Gingerich	Assistant Professor	Western Illinois University
Mr. Joe Guthrie	Teacher	Bowling Green, Kentucky
Mrs. Erma Hunt	Teacher	Bowling Green, Kentucky
Mrs. Sarah Laws	Teacher	Bowling Green, Kentucky
Mrs. Doris Miller	Teacher	Buffalo Grove, Illinois
Mrs. Geraldine Nikula	Teacher	Batavia, Illinois
Dr. Marla Peterson	Director, ETC Project	Eastern Illinois University
Dr. Robert Pierson	Professor of Education	Western Illinois University
Mr. Otto Fred Walberg	Teacher	Salem, Oregon
Dr. Walter Wernick	Director, ABLE Model Program	Northern Illinois University
Mrs. Virginia Weston	Teacher	Buffalo Grove, Illinois
Mrs. Judy White	Teacher	Bowling Green, Kentucky
Mr. David Yeck	Principal	Tinley Park, Illinois

The External Evaluation is being done by Instructional Systems Associates of Greeley, Greeley, Colorado.

Personnel from the State of Illinois Office of Superintendent of Public Instruction and from the Division of Vocational and Technical Education have particapated in the development of this program to date.

I WANT TO BE A POLICEMAN... TODAY.
SHELLY

QUESTIONS FOR THE DIRECTOR

Q. Does the Career Awareness and Exploration Program constitute another subject to be added to an already overloaded curriculum?

A. No! Career Education should not become an addition to the curriculum. The thrust of the project is to refocus the present curriculum around a "career" theme. The intent is to refocus the curriculum around "people" and the way people occupy their time. Teachers can utilize people to provide occupational expertise not normally available in the classroom; to aid in their efforts to keep course content relevant and current; to make academic work more interesting to role centered students; to develop a relationship with community resources that will allow these resources to play an integral part in the educational program of local institutions; to provide accurate, usable information, particularly as it concerns job related factors such as worker personality, working conditions, responsibilities, opportunities, rewards, security, et cetera; to provide varied viewpoints within an occupational area; and, hopefully, to improve the student's zeal for learning.

Q. Why does this project put so much emphasis on adults?

A. The emphasis is on "people." Nothing is known unless it is learned through experience. The most powerful learning experiences are those that come from primary sources and constitute real experiences. One of the most powerful primary sources for learning is "people." From

associations with people I find out who I am and form attitudes concerning what I can become.

Q. Is the objective to get children to make proper job choices?

A. I am not sure exactly what is meant by the proper job choice. We live in a dynamic society. Jobs available today may be forgotten tomorrow. People occupy their time in many different ways for many different reasons. True, a major concern is that children develop their abilities into salable skills. On the other hand, we must help students learn how to use leisure time wisely; we must help them identify areas where volunteers are desperately needed; and we must teach them how our economic and social systems work so they can function effectively within these systems.

As I talk with non-skilled, skilled, and professional workers I am impressed with the different degrees of flexibility I find. Generally, the person with limited experiences is the person who is constrained most in terms of his or her ability to visualize what is possible.

Q. Curriculum Development projects are characterized, generally, by the degree to which one aspect of the curriculum is emphasized over another. The emphasis may be on the development of instructional materials; it may be on the education of administrators and/or teachers; it may be on the provision of special services to children; or, it may be on the use of community resources. What is the major emphasis in the People of Peoria Project?

A. Each of the curricular elements you have listed is important. In actuality, the teacher is the key element. The classroom atmosphere is what the teacher allows it to be. Community resources are used if the teacher feels it is important to use them. In final analysis, the teacher is the curriculum.

Q. How do you plan to get teachers involved?

A. Teachers are highly creative, intelligent, skillful people who are constantly seeking new and/or better ways to help children learn. I am firmly convinced that "teachers teaching teachers" is a viable approach to the improvement of instruction. A cadre of teachers from each of the thirty-three elementary schools attended a two week Career Education Workshop in Summer, 1972. If these teachers are given the proper support when they return to their schools in August, 1972, changes will take place of which I could never dream. Already, District 150 teachers are being called upon to help teachers in other districts learn about Career Education.

Q. What provision has been made for curricular sequencing?

A. Since we are not seeking to add another subject to the curriculum, sequencing poses little problem. Sequences have already been established for science, mathematics, reading, language arts, et cetera. Career Education can become the focus for all or any part of the existing curriculum without disturbing the established sequencing pattern.

Q. What about behavioral objectives?

A. Establishing a set of unique objectives for Career Education is antithetical to the idea that no "fifth" subject should emerge. The primary objective for all educational endeavor is to develop the abilities of man into skills. A prerequisite for learning is knowledge of ignorance. Learning is a product of interest and intelligence; lacking either, a person cannot learn. Through Career Education students can be helped to become aware of their need to know. Through such awareness, they can be helped to see the relationship between knowing and doing. As students begin to realize why they should and how they can take advantage of their abilities, skills are developed.

Q. Is Career Education just another new educational fad?

A. Career Education is not a new idea. The following article written in 1939 reflects an astute awareness of the need to allow students to become directly involved with people-in-occupations. Note especially the plea to relate academic endeavors with career related experiences.

The Poor Scholar's Soliloquy
by Stephen M. Corey

"Cue to Curriculum" might be the sub-title for this pithy piece by Mr. Corey, who is principal of the University Elementary School, University of Chicago, and professor of education in the University.

No, I'm not very good in school. This is my second year in the seventh grade and I'm taller than the other kids. They like me all right, though, even if I don't say much in the schoolroom, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my own room at home--books like Popular Science Mechanical Encyclopedia, and the Sears' and Ward's catalogues, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything secondhand I look it up in Sears' or Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

Kids Seemed Interested

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big Diesel truck down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer down state about two hundred miles and we brought almost ten tons of stock to the Chicago market.

He had told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck--he calls it depreciation--so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said--all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across a cement highway so that 17-3/6 feet extend from one side and 14-9/17 feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Not Getting Any Younger

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him $10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and, as my uncle says, I'm not getting any younger.

THIS IS A

TEACHER-ORIENTED PROGRAM

BASED ON THE PREMISE THAT,

IN FINAL ANALYSIS,

THE TEACHER

IS

THE CURRICULUM

CAREER EDUCATION IN PEORIA

FOCUSES UPON

. . . THE TEACHER who thinks of developing attitudes toward careers as an important goal; who plans life-centered activities providing opportunities for students to be in direct contact with primary sources; and whose classroom environment fosters discovery of individual needs, interests and abilities.

. . . THE MEMBERS OF AN INVOLVED COMMUNITY sharing their resources with their children.

TO HELP THE STUDENT GAIN EXPERIENCES AND SKILLS NECESSARY

. . . to understand himself, his environment and his relationship to his environment.

. . . to relate school studies to happenings outside the school.

. . . to develop socially, culturally and academically.

. . . for eventual employability.

Career Education Emphasizes A Need To . . .

Re-FOCUS

from Places

to People

work of family

School Workers
students – principal
teachers – custodians
secretaries – aides

Community Members

CAREER EDUCATION

GOAL STATEMENTS AND OBJECTIVES

PREPARED BY THE

CAREER DEVELOPMENT COMMITTEE

JUNE, 1972

SELF-AWARENESS

The teacher will help each student develop an awareness of his dignity as an individual functioning in a world of work. Through such awareness the student will become increasingly able to deal with the question, "Who am I?"

EDUCATIONAL AWARENESS

The teacher will provide educational opportunities designed to help students realize the process of learning as a continuous lifetime endeavor occurring within and without the classroom.

CAREER AWARENESS

The teacher will acquaint all students with career information by utilizing both primary and secondary resources and by integrating these resources throughout the regular curriculum.

ECONOMIC AWARENESS

The teacher will provide experiences, reflecting economic realities, in order for students to be able to appraise the actual requirements of our economic system in light of their own value system. Students, for example, will develop an increasing understanding of the importance of dividing labor and the principle of supply and demand.

SOCIAL AWARENESS

The teacher will help students understand the continually evolving socialization process and the effect this process has upon the individual. This process is unique to each society and segments within a society and determines such things as social status, economic status, role status and social interaction.

DECISION MAKING

The teacher will present actual decision-making opportunities allowing students to set goals, evaluate alternatives and to be responsible for outcomes.

BEGINNING COMPETENCY

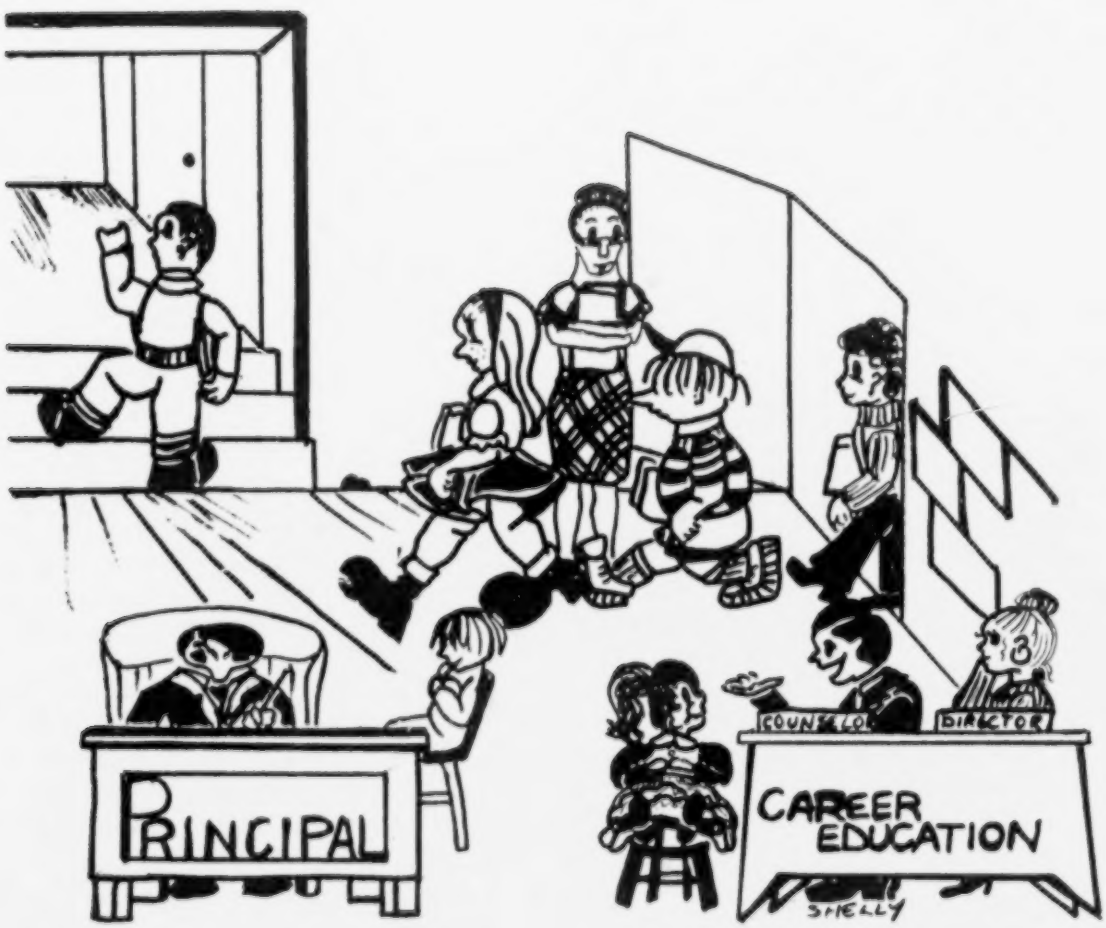
The teacher will provide opportunities and experiences necessary to enable each student to identify his/her strengths and weaknesses. By utilizing adults as role models, students will become knowledgeable concerning careers and will examine these careers in terms of requirements and avenues for job entry. Developing student abilities into skills will enhance the student's facility for obtaining gainful employment and utilizing leisure time in constructive, self-fulfilling ways.

EMPLOYABILITY SKILLS

The teacher will provide opportunities for students to discover and enhance their employability potential, to accept responsibilities associated with working independently, working in a group and/or working under direct supervision. In addition, students will be instructed concerning techniques for securing and retaining employment.

ATTITUDES AND APPRECIATIONS

The teacher, by providing opportunities for students to interact with people in the World of Work, will help students realize work has dignity and appreciate the fact that it is the worker who dignifies work. Students will be helped to understand that the attitude of the worker is a primary variable determining the quality of the product or service and the attitude of others toward workers engaged in specific occupations. How you feel about yourself often determines how others feel about you.


PRINCIPAL
COUNSELOR
DIRECTOR
CAREER
EDUCATION
SHELLY

RESPONSIBILITIES FOR CAREER EDUCATION

The success of any program is determined, in part, by the degree of which individual responsibilities are understood and accepted. The following pages discuss the role of principals, teachers, students, project staff and professor-consultants in relationship to the Career Awareness and Exploration program in Peoria Public Schools.

A Career Education Advisory Council and a group of Ad Hoc Committees work closely with all Education efforts of District 150. The Advisory Council was originally formed to assist in the establishment of an area vocational center. Since that time the District has expanded its involvement to a total K-12 Career Education Program.

CAREER AWARENESS AND EXPLORATION STAFF

The staff for the Career Awareness and Exploration Program consists of the director, a counselor and a secretary. This staff has the overall responsibility for project administration, evaluation, and reporting. Specific responsibilities are outlined in the Project Proposal.

Among these responsibilities are the following:

1. Plan and administer career related in-service education for all elementary teachers in District 150.
2. Provide district personnel with opportunities to work with evaluation and facilitation consultants and with curriculum specialists.

3. Utilize public information systems including contacts with the media and presentat ons to community organizations.
4. Establish and staff committees necessary for the development and implementation of the Career Awareness and Exploration Program.
5. Plan and conduct special training sessions for cadre teachers.
6. Compile and distribute resource guides, teacher handbooks or other materials necessary for the implementation of the program.
7. Provide for the field testing of new or revised components of the Career Awareness and Exploration curriculum.
8. Provide technical support.
9. Maintain the program within budgetary limits.
10. Present monthly written and periodic oral reports to appropriate personnel within the United States Office of Education.
11. Develop a Career Education Resource Center where teachers can review films, filmstrips, books, transparencies, and other related materials. Note: Tentatively, this center will be housed in the Career Awareness and Exploration office. Any material you wish to preview can usually be ordered through the Instructional Materials Department. However, if you will place your request through the Career Awareness and Exploration office the availability of the material will be announced so that other teachers may take advantage of the opportunity to preview it.

Teachers are the heart of the Career Awareness and Exploration Program. In final analysis, the teacher IS the curriculum. What goes on in the classroom and, consequently, the effects classroom experiences have on the lives of children are largely determined by one person, THE TEACHER.

The approach to curriculum development which is being employed in the "People of Peoria Project" is based on the assumption stated above. An attempt has been made to help teachers refocus their activities around a common theme without dictating to them "how to do it." Good teachers know that students develop their individual potential best in an "open" atmosphere which encourages individuality and stimulates creative endeavor. This principle is no less applicable to curriculum development.

The people who have worked on the project thus far do not see Career Education as a panacea for the social, economic, and other ills facing our society. It is an attempt to design more relevant classroom activities and to put "people" before "products" and "processes." Teachers are asked to cooperate in a joint endeavor by:

1. Taking time to learn about the "People of Peoria Project" -- seeking to understand how IT CAN BE INTEGRATED INTO THE REGULAR CURRICULUM.

2. Learning to utilize the "organizing-center" approach to unit planning.

3. Developing and teaching at least two career-oriented units based on the "organizing-center" approach and integrating the career-orientation into the regular curriculum.

4. Helping students understand the "person-centered" interview process, helping them master the technique, and providing them many opportunities to utilize this process with people-in-occupations.

5. Increasing the frequency, variety, and quality of student contacts and communication with adults in the World of Work. This may be done by utilizing "Career Visits", assignments, classroom visits, or other activities. A minimum expectation is that students in District 150 will be able to identify their parents' occupations and to describe in some detail what the occupation entails.

Within a short period of time teachers, with the help of their principal and cadre teachers, will be able to perform the functions listed above. Schools where few or no teachers attended the summer workshop can get assistance from cadre teachers in other buildings and from the Career Awareness and Exploration Project staff. The Career Awareness and Exploration staff will coordinate such efforts.

PRINCIPALS

The principal is the instructional leader. This is the person responsible for setting the tone which challenges the students and staff to put forth their maximum effort. This is the person who gives leadership to the staff as they identify and fulfill needs, identify and remove constraints, and identify and solve problems. This is the person who is responsible for the degree of effectiveness the program achieves even though the actual implementation is dependent on the creative imagination of classroom teachers. Specific responsibilities are as follows:

1. Develop, with the help of a teacher cadre, an implementation plan for his school.
2. Build into the implementation plan an in-service training schedule for his staff - as stated in the contract with the United States Office of Education. These training sessions will be conducted by cadre teachers after school or during teachers' meetings at least once a month.
3. Assist in setting up Career Visits as requested by teachers.
4. Administer the "Career Education Materials" funds allotted to the school on a per-pupil basis.
5. Establish a "Community Resources" file for the school. This file will include information concerning people, places, and things which are available in the school community.
6. Provide, with the cooperation of the Director of Instructional Materials and librarians, a "Career Education Information Center."

STUDENTS

Career Education is a developing concept which grew out of an assessment of our economic, social and political systems and, most of all, the needs of children living in a society influenced by these systems.

As children become involved in Career Education, as they interact freely with primary resources in the World of Work, they have an increased number of experiences influencing their ever-changing, growing self images. Through Project People of Peoria children can be in contact with a wide variety of potential role models. These models will provide opportunities to understand the dignity one can bring to his work and to himself through his work. They will demonstrate the on-going learning process necessary to keep up with job demands.

Children will gain a workable knowledge of our economic system and will have an opportunity to examine the system in view of their own values.

Career Awareness and Exploration will provide children opportunity and experience to help them:

(1) explore and assess personal attitudes, aptitudes and interests.

(2) examine the concepts of work, work roles and the scope of occupational possibilities.

(3) relate in-school activities to activities outside of school.

(4) develop attitudes, knowledge and skills leading toward successful employment.

CAREER EDUCATION ADVISORY COUNCIL

Direct lines of communication between District 150 personnel and the community at-large are vital elements of a viable Career Education Program. People of Peoria must work together as a team with educators if formal education for children and young people is to be improved.

The development of specific functions the Career Education Advisory Council will perform is presently in an evolutionary stage. The function of the Career Education Advisory Council is summarized as follows:

1. Provide an open communication channel between the educational system and the community.
2. Review District 150 Career Education programs now in progress and give recommendations concerning how these programs might be improved and how certain program objectives might best be achieved.
3. Make recommendations concerning the deletion or addition of specific elements to the total District 150 Career Education effort.

PROFESSOR - CONSULTANTS

If positive change is achieved in District 150, it will not be merely because new materials were purchased or workshops were held. A "planned support" system must be initiated and maintained until the innovation becomes a noninnovation. A major component of the support system being employed in District 150 is the use of Professor - Consultants.

This approach has been used successfully in the area of science education and is recommended as a "replicable curriculum change mechanism." (See James M. Mahan, "Regional Action of Professor - Consultants: A Replicable Curriculum Change Mechanism, "Educational Technology, April, 1972, pp. 58-60.)

Consultants employed:

1. Will have had experience in elementary teaching and/or counseling and, preferably, will have some background in curriculum development and/or evaluation.
2. Will be available to spend no less than an equivalent of three full days per month in the Peoria schools to which they are assigned.
3. Will prepare monthly reports concerning the status of the curriculum development effort in each of the schools to which they are assigned.
4. Will attend monthly staff meetings as called by the Director. These meetings will be open to all interested teachers and principals and will serve an informational feedback and problem solving function.
5. Will be assigned to from two to four schools, based on the size of schools.
6. Will be evaluated by the principal and his staff and will be retained on a "principal approval" basis. That is, the principal shall retain the power to declare that a consultant's relationship with himself or his staff is unsatisfactory, and may terminate such a relationship by written request to the Assistant Superintendent for Educational Services and the Director, Career Awareness and Exploration Project.

This support system establishes a process to determine areas in which decisions need to be made concerning a problem, a concern, a constraint, or a need. It will then be possible for the proper persons concerned to go about alleviating constraints, solving problems, eliminating concerns and/or fulfilling needs as required.

This support system will also generate considerable regional interest in the project. Hopefully, the system will have an impact on the teacher training programs at the institutions where Professor-Consultants are currently employed.

"STUDENTS CAN MOVE CURIOSITY INTO INQUIRY,

INQUIRY INTO THE ACADEMIC DOMAIN,

AND ACADEMIC PERFORMANCE INTO HEALTHY CHARACTER

AND CAREER DEVELOPMENT."

COMMUNICATE WITH PARENTS

PARENTS must know what is happening in the classroom. Information shared by the child is an important beginning of a parent communication system.

LETTERS to parents are a valuable part of that system.

DIRECT INVOLVEMENT of parents in classroom activities can be one of your most effective components. The parent, serving as a resource person, can give much more meaning to your learning activities.

CLASSROOM VISITORS should be able to see a variety of evidence of your classroom activities--even casual visitors. Planned presentations of activities and their relevance to the total curriculum should be an integral part of each unit.

PARENTS ARE IMPORTANT. Do whatever is necessary to get them to come into the schools. If they are given a chance to come and to participate, it may be amazing to find just how much they have to offer.

PEORIA PUBLIC SCHOOLS

3202 N. WISCONSIN AVENUE

PEORIA, ILLINOIS 61603

Date_____

Dear Parents:

There is a new program in Peoria to acquaint the students with the "working world" of our community. The students will be in direct contact with workers. They will study on-going activities related to career choice and career involvement. Person-to-person contact is the key to expand understanding of the "world of work." You can help provide children with new ideas and interests and help make classroom academic activities more meaningful.

The students will visit some of the industries and businesses of our community to see work actually being done and to talk with workers. Workers will be invited to visit our classrooms to discuss their occupations and their personal reactions to their work. Interviews, roleplaying and other activities will follow contacts with persons from outside the school.

The plan is to use the parents of many of our students as resource persons. Would you be willing to come to our class to tell about your occupation? to tell about the training required? to demonstrate the tools or machines used in your trade?

Enclosed is a form for your response. Please let us know of your availability to work with us. We will make the necessary arrangements. Also, if you desire more information about our project, please contact me at 672-_____.

Sincerely yours,

Enc.

PARENTS!

THE CHILDREN AT _____ SCHOOL NEED YOU TO HELP THEM EXPLORE

NAME: (father)_____(mother)_____

ADDRESS:_____

TELEPHONE: (home)_____(business)_____

FATHER'S OCCUPATION:_____

MOTHER'S OCCUPATION:_____

Interesting Hobbies or Collections:_____

_____

Other occupational experiences:

1. Previous occupations -
2. Current - (Military, etc.) -

Would you be willing to come to school to talk with a group of students about your occupational experiences? Yes_____ No_____

Would you be willing for a group of students to visit you at your place of occupation?
Yes_____ No_____

Please list the states or countries of which you have first hand knowledge._____

_____

_____

COMMUNITY RESOURCE QUESTIONNAIRE

1. What is the name and address of your business?

   _____

   _____ Phone: _____

2. Who should be contacted to arrange a visit?

   _____ Phone: _____

3. How far ahead of a visit must a contact be made? _____

4. Could someone come to the classroom to prepare the students for the visit? _____

5. Are there any films, tapes, etc. that could be used for instructional purposes? If so, who should be contacted? When is the best time for contact to be made? _____

   _____ Phone: _____

   _____ Phone: _____

6. What time during the week, day, would be most beneficial for a career visit? _____

7. What areas of your business do you feel are unique? _____

   _____

8. Are there any special safety precautions to be observed during the visit?

   _____

9. Are there other ways that business and industries in this area could contribute to the education of our children? _____

   _____

PEORIA PUBLIC SCHOOLS

DATA FROM YOUR COMMUNITY RESOURCE QUESTIONNAIRES CAN BE RECORDED AND FILED FOR QUICK REFERENCE IN A CARD FILE.

Resource Persons _____

Subject _____ Age/Grade Level _____

Name & title of person to contact _____

_____

Occupation _____

Address (home) _____ Phone _____

Address (business) _____ Phone _____

Best time to contact _____

Days available _____ Hrs. available _____

Previous experience presenting subject to:

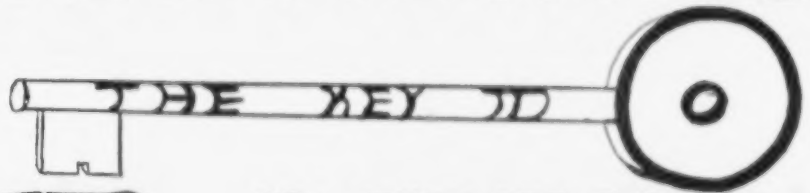
Children _____ Youth _____ Adults _____

Record of use of resource:

	School	Grade	Date	Comments
1.				
2.				
3.				

THIS REFERENCE FILE CAN HELP YOU PLAN----------

INTERVIEWING,



CAREER AWARENESS!!!

INTERVIEWING

The interview is not a technique new to children. It's their tool used in making new friends, in finding out who you are and your relationship to their world. They've already discovered the value of a good question. Since interviewing is a means of communication in which they are somewhat adept, children can, with practice, become skillful in interviewing resource persons.

Some processes through which skills of interviewing can be further developed are: (1) roleplay, (2) tape and critique interviews with each other, and (3) interview friendly home and school personnel.

Roleplaying within the classroom environment is more than a learning process. Children should be given the right to explore--try their wings--under the supportive leadership of the teacher before they emerge into the real process. Interview the make-believe truck driver or lawyer before the "honest-to-goodness" truck driver or lawyer. This provides security, a confidence in one's ability to succeed as he proceeds into a direct confrontation.

Taping practice interviews provides opportunity for students to offer constructive criticism of their own efforts and those of others. Growth and improvement of their interviewing skills occur as students correct, revise, and re-do these tapes.

Students with a purpose, working in small groups, can develop and compile appropriate lead questions to be used in interviewing any specific resource person. Questions will vary with the person being studied but some questions will be common to all. Encourage students to compile their list of questions. They know

what they wish to find out and with cooperative leadership will explore ideas and questions until they arrive at basic questions to accomplish their purpose.

Questions prepared by the student will be readily internalized and comfortably communicated by the interviewer. The teacher will be alert to any opportunity to add information necessary to interrelate ideas and to bridge uneasy gaps.

Before a resource person is to confer with a group of students, it might be helpful to send a list of the basic questions being considered by the class. Both the class and the resource person should understand that the interviewee has the right and responsibility to refuse to answer questions he considers inappropriate.

During the interview the teacher must be alert to bridge any gap in communication if either party is not understanding what is being said. It may be helpful to explain the reason behind the children's questions and how they relate to the area of class concern. As children's ideas relate to areas of class concern, visitors, students, and the academic activities of the classroom will be pulled together. The teacher has to be the bridge.

"Students can move curiosity into inquiry,
inquiry into the academic domain, and academic
performance into healthy character and career
development." --W. Wernick

EXAMPLES OF QUESTIONS
CHILDREN CAN USE IN INTERVIEWS

1. What do you do on the job? (Children are interested in how school-taught skills fit in with the world of work.)

2. What tools do you use? Is there a special way of talking about your work?

3. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

4. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

5. Who depends upon your work? Upon whom do you depend for your work?

6. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

7. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day?

8. What inventions could put you out of work?

9. Are people with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonsal? Is your kind of work limited to geographical areas?

10. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any outstanding personal quality required for this job?

11. About how much money can a person earn in this kind of work? Beginning? Advanced?

12. When does your employer compliment you? (Or when do you compliment your employees?) When are people fired?

SUGGESTED INFORMATION FOR CLASSROOM GUESTS

General Purpose:

To provide children an opportunity to meet and interview adults and to inquire about their careers.

To develop an awareness of the worlds of work in all fields of work. To show how the child's present-day school work relates to work in adult life.

Attire:

Wear uniform normally worn to work. Explain its purpose and value (include any safety equipment worn).

Tools, Equipment, and Samples of Work:

Bring that which is most useful or important on the job. Use same in actual presentation.

You will probably be interviewed by students in the class. During the interview the following points are likely to be considered:

1. Explain a typical day of work
   a. Stress the routine as well as the divergent aspects of your work.
   b. Storytelling can be valuable. Relate interesting incidents from work.
   c. Clarify what you like most and least of your work.
2. Explain what personal satisfactions make the job worthwhile for you.
3. A general idea of salary. Vacation time and other benefits are also of interest at this level.
4. Explain education and experience required.
5. Discuss any definite safety and danger features of the job.
6. When possible, use slides, films, charts, and other audio-visuals.
7. Technical terminology should be used but it must be explained. Involve teachers by asking them to help explain terms.
8. Discuss why you chose a particular career.
9. If your job is seasonal, explain the effect of weather or seasons.
10. If possible, give suggestions as to where students can write letters to obtain additional information.

INTERVIEWER PREP-SHEET

This sheet should help you prepare for the "person-centered" interview. Remember, the object is to focus on the person-in-the-occupation. Our society often conditions us to put the emphasis on "products" and "processes" rather than "people." Re-focusing to place the emphasis on people is not always easy to accomplish.

Tips:

Try to ask questions about the person you interview.

Be considerate enough not to ask a question which might be embarrassing.

Show genuine interest in the person being interviewed.

Listen to the response!

For Example:

1. How long have you worked in this job?
2. Did you have other jobs before you got this one?
3. Would you say you work primarily with people, things, or ideas?
4. What kind of job security do you have? Is your work seasonal?
5. Are special skills needed to do your job? Special knowledge?
6. Is special training required? If so, how do you get that training? Did you get paid during the training period?
7. What did you learn in school that helps you in your present job?
8. Is there a special way of talking about your job; i. e., are there words that are unique to your job?
9. As you see it, what are some of the advantages to your job? Some of the disadvantages?

10. Why did you take the job?

11. Do you plan to stay in this job until retirement?

12. If you had your pick of jobs, what would you like to do?

13. How do you occupy your time during your off hours? Do you have a hobby? Do you have a part-time job?

14. Does your family know much about your job? Could your children describe what you do in your job?

15. Is there anything about your job which gives you a great deal of personal satisfaction and/or pride?

16. What personal qualities are important in your job?

17. How do you feel teachers can be of help to students in the making of career choices, in getting a job, or in holding a job?

INTERVIEWEE PREP-SHEET

This sheet should help you prepare for the "person-centered" interview. Remember, the object is to focus on the person-in-the-occupation. Our society often conditions us to put the emphasis on "products" and "processes" rather than "people." Re-focusing to place the emphasis on people is not always easy to accomplish.

Take a moment to consider:

1. How did you get involved in your present occupation?
2. What work experience did you have before you started to work here?
3. Why did you take this job?
4. What do you like about your job?
5. What are some things you do not like about your job?
6. Who depends on your work? Upon whom do you depend?
7. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?
8. How does your job affect your personal life? Do you have to work nights or weekends? Are you tired when you get home? Do you have to travel? What kinds of people do you meet?
9. Do you work mainly with "people" or "things?"
10. Do you work a lot with ideas?
11. Does your job offer opportunities to be creative?
12. Are people with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal?

13. Could you briefly describe the personal qualities one would need to do your job--strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with minor details, ability to deal with other people, etc. ?

14. About how much money can a person earn in this kind of work? Beginning? Advanced?

15. Would you recommend this kind of work for your children?

16. How do you spend your time after work? When you are on vacation?

17. If you could have any job in the world, what would you like to be?

CAREER VISITS

CAREER VISITS

FIELD TRIPS

District 150 currently provides district-wide field trips for students on a grade-level, pre-scheduled basis. In addition, some teacher initiated trips are taken each year. The primary factor which tends to limit such trips is the availability of transportation.

COMMUNITY INVOLVEMENT

During the 1972-73 school year teachers are encouraged to involve students in "career-oriented" contacts with primary sources available in the community. Career Awareness and Exploration funds have been allotted to each school sufficient to allow every class to take one Career Visit. In anticipation of an increased number of class visits into the community, the Transportation Department has been requested to make available six (6) buses daily, specifically for Career Visits.

RIGHT AT HOME

Contacts with community resources start in the school. As a teacher you are one of the community's most valuable resources. Let the children get to know you . .. as a "worker" who plans, solves problems, creates, keeps records, analyzes . . . and then, perhaps, goes home to be Dad or Mom to a family.

Outside your classroom there are community resources waiting to be tapped--fellow teachers, the custodian, the school secretary, aides, cafeteria workers, the principal and PARENTS. At the end of the 1972-73 school year will your students really know you and the other school workers?

Will each student really know the occupation of his or her mother and father?

WHY CAREER VISITS?

To be worth the time you spend, a Career Visit must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole. Career Visits can help your class:

1. add to and clarify information by seeing and feeling things you read and talk about.
2. learn to interview workers and observe how people work together.
3. see how adults carry out their responsibilities.
4. correlate skills and other curriculum areas with experiences in meaningful situations.
5. give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice human relations skills in real settings.

WHAT KINDS?

A Career Visit may be:

1. within the school itself to learn about the "People" necessary to operate a school.
2. in the school neighborhood - a walking visit.
3. to another school to exchange experiences or to introduce a group to another school situation.
4. just outside the classroom to a mobile resource such as the street-sweeping machine, a driver and his truck, a telephone installer and his van.

5. outside of the immediate school neighborhood to explore career interests in a more distant part of the city or its surrounding area.

It need not be taken with an entire class. Try taking small groups and having these groups prepare a report, T. V. tape, slides, or some other kind of presentation. Arrangements for small groups visits must be carefully planned in cooperation with your building principal. It may mean "trading off" with a neighbor or some similar arrangement. It will require extra attention to details but will prove to be worth the effort.

"MODEL" CAREER VISIT

During the summer, 1972, the Peoria Association of Commerce invited over 300 major Peoria employers to meet and learn about the "People of Peoria" Career Awareness and Exploration Project. A Career Visit "model" which had been tested by teachers during the summer workshop was explained to the employer representatives who attended that meeting. On the basis of a questionnaire completed by these employers a "Model Career Visits" list has been prepared. This list contains only those employers who have agreed to provide a "model" experience. Remember, each firm can accommodate a limited number of visits. Requests will be honored in the order in which they are received.

The Model Career Visit puts the emphasis on "people-in-occupations" rather than "products" and "processes." The "person-centered" interview is an integral part of the experience. Participating employers have gone to a great deal of time and expense to involve many of their employees.

This is how the Model Career Visit Works:

1. Teacher and class examine the Model Career Visits list and decide upon an appropriate visit.

2. Teacher makes a request to the Director of Instructional Materials, Mr. Bradbury. The request procedure is exactly the same as the established procedure for initiating a REQUEST FOR EDUCATIONAL TOUR except that the request should be made on the yellow REQUEST FOR CAREER VISIT form and the question, "Is this a "Model Career Visit," should be answered, "Yes."

3. Teacher receives a "Field Trip Confirmation Blank."

4. A business representative will call the school asking that the teacher call back to discuss arrangements being made for the Model Career Visit.

5. Teacher returns the call. During this call arrangements should be made for the FIRM REPRESENTATIVE TO MEET WITH THE CLASS BEFORE THE VISIT IS TO TAKE PLACE.

6. Teacher prepares the students by reviewing the "person-centered" interview technique.

7. Representative visits school.

8. Class visits place of business, small groups have an opportunity to tour areas in the plant and to interview at least one employee.

9. A critique is held before leaving the firm premises.

10. Teacher conducts follow-up activities.

11. Teacher records this visit in the school "Community Resource File."

A Model Career Visit includes:

1. Orientation in Schools - A presentation to introduce the firm and to prepare the students for what they are going to see and do.

2. Visit to Place of Business

   a. The large group is divided into smaller groups.

   b. Opportunities are provided for students to use the "interview" technique with various employees at the work site.

3. Critique - Participants have a chance to interact with the guides and with each other in a large group setting immediately following the small group encounters.

FOLLOW-UP

The teacher and the group should evaluate the visit to:

1. See if questions were answered.

2. Decide if the plans they made were satisfactory.

3. Note progress of class understanding and discuss the relationship of things learned to academic endeavors.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the Career Visit.

   a. review some of the materials used and search for new materials.

   b. look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.

   a. write thank you letters, letters for additional information, stories, poems, reports, booklets.

   b. organize reports for the class, for other groups in the school, for parents.

   c. create songs and dramatic plays.

   d. produce slide presentations or an 8mm movie.

   e. make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The ecology of the classroom can be improved if enthusiasm for life-centered activities is real.

GETTING READY

The following are suggestions of things to do to get ready for any visit, "model" or otherwise. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher should be responsible for:

1. Guiding the choice of Career Visit and selecting the time the the children will profit most by experiences.

2. Investigating the situation, if possible visiting the site in advance, to become familiar with the place to be visited, and things to be seen on the way to and from the place to be visited.

3. Obtaining permission for the visit from:

   a. the principal before discussing it with the group.

   b. the person in charge of the place to be visited.

Much of the Career Visit experience can be cooperatively planned. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the visit using books and audio-visual materials.

3. discuss every detail of the visit.

   a. Time -- date, hour of departure, time to be spent on the visit.

   b. Transportation -- how the group will travel and the safety rules to be observed.

   c. Group needs -- social responsibilities of each individual as a member of the group, the organization of the group while on the trip.

   d. Personal needs -- type of clothing needed, special equipment, tools, and supplies.

From Board Policies and
Administrative Procedures
Article 3
3541.32

FIELD OR OFF-CAMPUS EDUCATIONAL TRIP

1. Written permission from the parents or guardians must be obtained before groups of pupils are taken on educational trips outside the school grounds.

   Teachers shall confer with their principals in planning these trips.

   All school sponsored off-campus trips by student groups shall be authorized by the superintendent.

2. School sponsored off-campus trips by student groups shall be subject to the following rules:

   A. Any such trip shall have a definite educational value or be directly related to a regularly sponsored activity of the school.

   B. The student group must be accompanied by and under the care, custody, and supervision of certificated personnel.

   C. When, due to the size of such student group, the tender age of its members, special hazards of the trip, or any other known reason, there is reasonable doubt as to the ability of a single supervisor to give adequate care and supervision, one or more assisting supervisors shall be assigned. A parent or guardian of a member of a student group who volunteers for such service may act as an assistant supervisor.

   D. When a private motor vehicle is used on any such trip, the following precautions shall be observed:

      (1) It shall be operated by a duly licensed driver known not to be reckless or careless.

      (2) It shall not be loaded beyond its reasonable rated passenger capacity.

      (3) It shall be covered by liability insurance with minimum limitations of $10,000 for bodily injury to each person, $20,000 for each occurrence, and $500 medical payment for each person.

   E. Written consent for such trip by a parent or guardian of each child in such student group shall be procured. Such consent shall include approval of the means of transportation to be used.

   F. Trip accident insurance, at no expense to the Board of Education, is recommended but not insisted upon.

Approved: April 8, 1968

YOU CAN OUTLINE YOUR PLAN FOR A CAREER VISIT
ON A FORM LIKE THIS

Name of business _____ Address _____ Phone _____

Contact _____ Position _____ Phone _____

Person to whom to report _____

Place to report _____

Number of students involved _____

Time leaving building _____ Time of return _____

Approximate time needed for visit _____

Cost to the pupil _____ Cost to the school _____

Parking facilities _____ Bus _____ Car _____

Special Instructional Materials Available _____

_____

_____

Exhibits _____ Films _____ Tapes _____

Printed materials _____ Others _____

Description of the visit _____

_____

_____

_____

Special safety precautions to be observed, if any _____

_____

Appropriate follow-up activities _____

_____

ORGANIZING FOR A UNIT??

MAKE IT A SIX-PACK

GETTING STARTED

Where do you begin?

How about the present curriculum?

The subject area textbook? Why not? That's what a textbook is--a beginning not an end in itself.

The study of people, their relationships, and interdependencies affords an invaluable vehicle for management of motivation and content. Teachers of any discipline will find the textbook for their area full of concepts upon which to build Career Education Projects--People Projects.

Consider the science content (without regard for grade level). It suggests workers in the areas of electronics, plant culture, bacteriology, geology, research, etc.

The secretary, lecturer, author, reporter, relate directly to the English curriculum.

Mathematics holds limitless career project concepts such as the carpenter, merchant, map maker, engineer, aeronautics.

Imagine the potential of the social studies textbook as a tool for the teacher in the self-contained classroom to use in launching Career Education Projects! It's a natural lead into the study of people, their activities and customs in relationship to others. A creative, imaginative teacher will capitalize on this lead to direct the curiosity and impulsiveness of children into academic research. Too, she will correlate and integrate the content of science, math, the language arts, and other disciplines with and into the career project unit, initiated through a social studies concept.

Teachers using the individual approach to instruction will appreciate the structure that units developed around career persons provides for planning activities which make education a more humanistic or social process.

Teachers using programmed material will welcome the idea of taking a concept (from traditional content - the textbook) and developing a relevant unified project.

Unit plans are here included to facilitate entry into the career program. Some examples are given but the imagination of the teacher and her ability to motivate and to release the creative properties of the human mind will determine the direction, extent, and success of any project.

PLANNING THE UNIT

I. List resources

A. Family

1. Questionnaire to parents
2. Parent or relative in an occupation
3. Possible job materials students can bring from home

B. School

1. Places in school to study
   a. Library
   b. Work stations in classroom
   c. Instructional materials center
2. Basic texts

3. Other books

4. A-V materials

5. School personnel who are available for occupational interviews

6. Career Awareness and Exploration Program office

C. Community

1. Any person in a job

2. Materials from business, industry, and community centers

a. Pamphlets

b. A-V materials

c. Displays

d. Personnel

3. Career visits

a. Business, industrial, and professional sites

b. Focus on person in the job, not the product

c. Plan as many as possible

d. Take advantage of pre-planned Career visits

II. Determine content

A. Discover students' interests and needs

1. Discussion

2. Interest surveys

3. Formal and informal test results

B. Set up activities

1. Use the person in an occupation as an organizing center

a. Build activities around this occupation, this person

b. Teach children to use person-centered interviewing techniques

c. Bring the person in or go out to him and interview him or her. This can be done by individual students or as a group.

2. Integrate activities with curriculum, implement curricular goals

3. Use as many "hands-on" activities as possible

4. Allow for many levels of accomplishment and increasing complexity of ideas

5. Enable students to encounter the fundamental life activities of their community, religion, their contemporary world, and their heritage.

III. Determine possible accomplishments

A. Finished products

1. Bulletin boards

2. Charts, graphs

3. Art, handicrafts

4. Reports

5. Anything that others can see, hear, sense

B. Include as many different ways of communicating to others as possible

1. Oral or written report

2. Plays, role-playing, pantomimes

3. Show finished products

4. Demonstrations

5. Simulation experiences

C. Make provisions for sharing

1. Open house
2. Invite parents
3. Invite another class
4. Take something home
5. Anything which will enable others to see and share the results of the work done

SIX PLANNING ELEMENTS

The following elements can serve as guidelines for planning Career Education units. Once a plan has been developed, these elements can be used as a checklist to determine how your plan covers the components of District 150's Career Awareness and Exploration Program.

1. The Person-in-the-Occupation

   Zero in on the person in the occupation. Develop your unit around people. The content being taught will suggest <u>which</u> person.

2. Visibility

   It is important to plan with the thought in mind that students will create something concrete to show and share with others. Let learning be visible. Students' work and activities must show.

3. Management

What resources (people, places, and things) can be made available to students as sources of learning? How and when can the resources be used most effectively?

4. Academic Relatedness

How can these resources be used to teach the basic skills and concepts in math, science, English, spelling, social studies, reading, and other areas?

5. Parent Communication

Plan to involve parents in each unit. They have much to offer! Give them a chance to participate.

6. A Finished Product

Are accomplishments open and AUDITable to the rest of the school and to the community? Encourage students to make them so. Pulling all finished elements of the project together is necessary if they are to assimilate and if others are to appreciate their achievements.

IT'S NOT

ACADEMIC EDUCATION

OR

CAREER EDUCATION

It's

Academic Education

Through

Career Education

From Career Education Activities
ABLE Model Program
Northern Illinois University

LANGUAGE ARTS AND CAREER EDUCATION

. . . PRIMARY . . .

Skill	Person-In-The-Occupation	Life-Centered Activity
Identifies letters of the alphabet	File Clerk	Alphabetizes names of students in class
Forms letters legibly	Sales Clerk	Set up store and write receipts for articles
Pronounces words correctly	Telephone Operator	Roleplay phone company operations
Places events in sequence	Sportscaster, Reporter	Retell stories using proper sequence

. . . INTERMEDIATE . . .

Selects appropriate words when writing	Secretary	Write letters to outside talent
Organizes and expresses thoughts clearly	Factory Foreman	Write a report of tasks completed
Spells correctly	Proofreader, Signmaker	Proofread an article for the class newspaper
Makes inferences from reading	Newspaper Editor	Group discussion on a contemporary social issue

. . . UPPER . . .

Speaks with poise and confidence	Restaurant Hostess	Plan a social event for parents and interested community people
Transmits intended meaning through oral communication	Lawyer	Arrange a mock political debate
Analyzes content	Advertising Manager	Write ads
Punctuates correctly	TV News Writer	Write a news article to be read out loud

From Career Education Activities
ABLE Model Program
Northern Illinois University

MATHEMATICS AND CAREER EDUCATION

. . . PRIMARY . . .

Skill	Person-In-The-Occupation	Life-Centered Activity
Counts from 1-100	Inventory Clerk	Inventory materials in room
Measures quantities	Clerk	Display items sold by the pound, ounce, pint, gallon etc.
Recognizes and cuts out shapes	School Crossing Guard, Bus Driver	Make safety signs by cutting out squares, circles, triangles, etc.
Tells time-figures hours, minutes, etc.	Timekeeper	Keep time sheet of classroom activities

. . . INTERMEDIATE . . .

Utilizes addition, subtraction, multiplication and division concepts	Banker	Set up model bank in classroom
Discusses understanding of fractions	Chef	Follow recipes
Reads and writes temperatures, Centigrade and Fahrenheit	Nurse or Nurse's Aide	Record temperatures of students. Read patient charts
Constructs and reads graphs	Sales Manager of Car dealership	Graph sales of each class member for a money-making project

. . . UPPER . . .

Solves word problems	Carpet Layer, Furniture Salesman	Measure furniture in room for possible rearrangements
Finds perimeters and areas	Architect, Draftsman	Make scale drawings of school building
Finds volume	Building Inspector	Find volume of rooms in the school
Finds percents	Bank Loan Officer	Operate a model bank

From Career Education Activities
ABLE Model Program
Northern Illinois University

SCIENCE AND CAREER EDUCATION

. . . PRIMARY . . .

Skill	Person-In-The-Occupation	Life-Centered Activity
Identifies kinds of plants	Florist	Collect, identify, and display various types of plants
Identifies kinds of animals	Veterinarian	Organize a program for a Pet Day
Discusses sun as a source of heat and light	Farmer	Plant seeds in darkness, shade, and direct sunlight. Observe growth
Discusses growth in regard to living things	Pediatrician, Parent	Display photographs of children with stories about special events at particular times in their development

. . . INTERMEDIATE . . .

Classifies animals into groups	Zoo or Museum Worker	Organize a make-believe zoo
Classifies plants into groups	Gardener, Agronomist	Convert school grounds into a botanical garden
Discusses basic water cycle, rain, evaporation and clouds	Weather Reporter on radio or TV	Set up model weather station
Plans an electric circuit	Electrician	Experiment with batteries, bells, bulbs, buzzers, and beepers

. . . UPPER . . .

Demonstrates an understanding of metamorphosis	Pest Control Specialist, Butterfly Collector	Gather cocoons (or tadpoles) and record developmental stages
Demonstrates an understanding of the rotation of the earth	Communications Specialists Meteorologist	Set up a model solar system
Demonstrates understanding of gravity	Pilot	Build miniature rockets

From Career Education Activities
ABLE Model Program
Northern Illinois University

SOCIAL STUDIES AND CAREER EDUCATION

. . . PRIMARY . . .

Skill	Person-In-The-Occupation	Life-Centered Activity
Follows simple map directions	Policeman	Make a map of neighborhood
Discusses time sequence in terms of people's lives	Relatives and Friends	Describe how grandparents dressed as a children
Learns address of home	Postman	Organize a classroom postal system
Discusses importance of the community water supply	Water Commissioner	Make a collage showing the uses of water and explain it to other classes

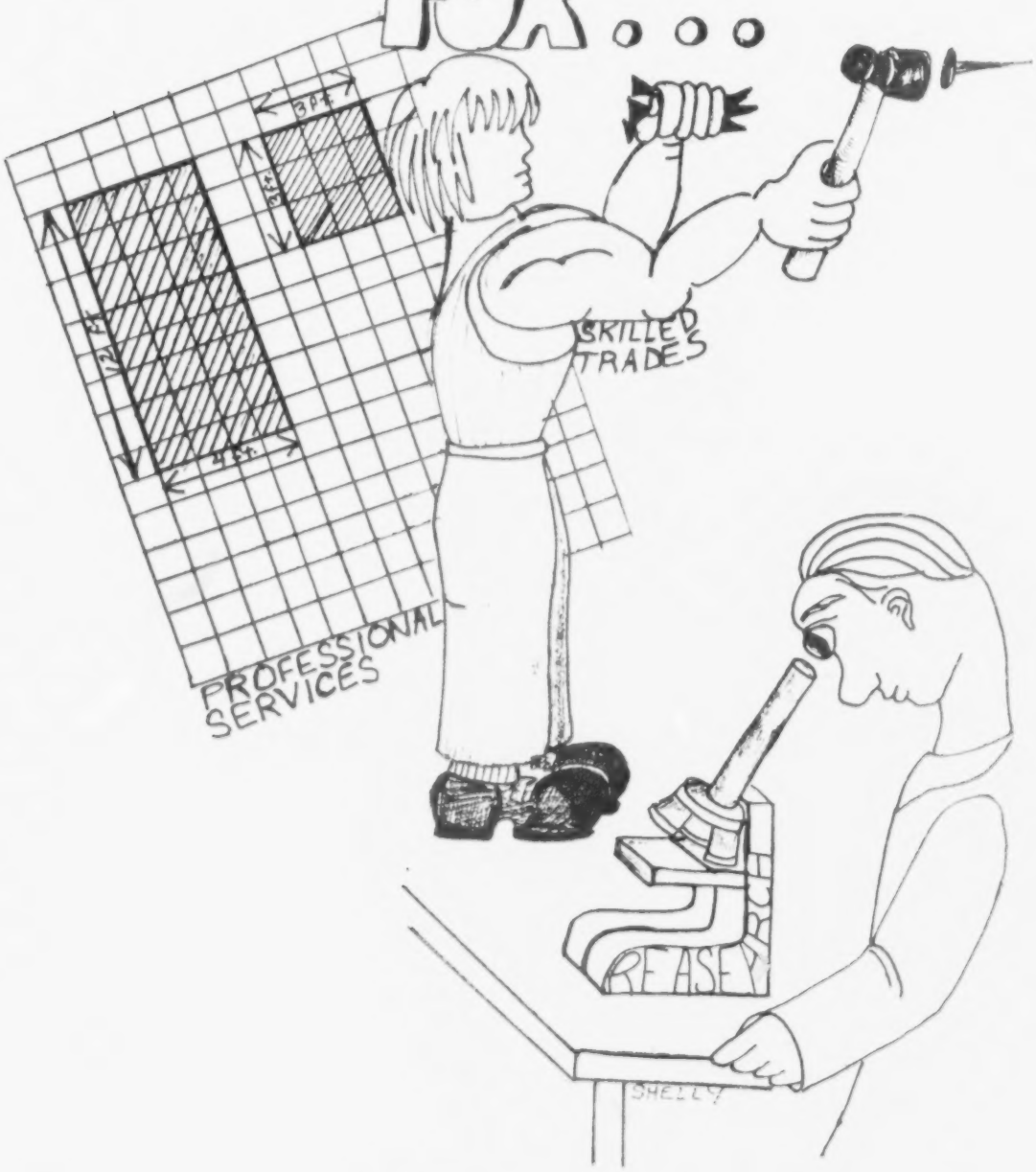
. . . INTERMEDIATE . . .

Compares agrarian development in different countries	Salesman for farm supplies	Make a collage showing various tools, methods, and products of different countries
Demonstrates how land is used in relationship to topography	Real Estate Salesman	Make models showing different land types (mountains, plains, swamps)
Locates building on a city map	City Planning Commissioner	Make a model town

. . . UPPER . . .

Explains legend on a map	Highway Engineer	Chart cross-country trips
Discusses development of local industry in relation to natural and human resources	Local businessmen, Farmers, etc.	Exhibit products grown or developed by local industry
Discusses basic economics of a business	Member of the Chamber of Commerce	Set up a "mock" company

PLANNING A MUST FOR...



TEACHER INQUIRY
QUESTIONS AND ANSWERS

Preparing for questions such as these will give you increased self-confidence for handling active interactions which are at the heart of every group discussion.

1. How should I start this program?

You may make up a plan for a short period of time using a specific resource with which you are familiar. Start with an idea comfortable to you that relates to one of the academic areas (social studies relates well). Consider with your students a person whose occupation could make this learning experience relate to life meaningfully. Let individuals or a group prepare some questions that will provide a worthwhile interview. Resource person invited to classroom to be interviewed should be one with whom you can freely communicate. In your plan try to highlight important elements of this person's work and life. Then look forward to a career visit that will continue interactions between children and the World of Work as related to their classroom discoveries, attitudes and actions. Build in a simple evaluation device such as letters written by your children to their parents about the speaker or thank you notes to guests. Carefully examine your feelings about the attitudes that were developed as well as your thoughts about academic performance of your children.

2. What should I do with my present curriculum which stresses sequential subjects?

Life comes first. A combining of the interests of your children,

resources of your community, and your judgement of what your children need to learn is your curriculum. Curriculum guides which lay our sequence and scope should be used as benchmarks, but not as day-to-day teaching guides. Sequence begins and ends with individual learners. Subjects become alive when content becomes portrayed through the actions of people. A people-centered curriculum may not have neat categories and master time schedules, but it should hold great generative power for the introduction and integration of worthwhile academic subject matter.

3. How should I use my current textbooks and workbooks?

All materials should serve the purpose of increasing learning potential of children. There are many worthwhile stories and exercises in standard text materials. There's also much that can be ignored because it is not relevant to the child's particular needs at the time. This approach pulls the teacher away from being an assistant to the textbook and forces one to plan in terms of meaningful "doing activities" related to needs of individuals.

The printed word as published in a text is not the only way to help individuals "to become" in keeping with their potentials. The real world also offers much printed matter, visual imagery, and direct experience that is wholesome and significant, too. Special teachers are those with that perceptive "knack and know how" to help each student

discover his own best way to learn and have the courage to select experiences and material that breed enthusiasm for learning.

4. How can I find out what the children are learning? Can you see the development of attitudes?

Children's performance can be ascertained by arranging many opportunities for them to display what they can do. Oral and written reports, roleplaying situations, graphic representations, and other visible means by which specific behaviors are highlighted can provide opportunity for self-evaluation by students as well as evaluation by the teacher. Attitudes are inferred from actions. Writing about or acting out attitudes can provide evidence for even an unskilled observer. A child's self-image can be a reliable indicator of what is being taught.

5. How time consuming is this approach? What about skill development?

One small step at a time! Some teachers can integrate many subject areas and skills into one unifying experience. Other teachers need to plan specific times when they do one thing well. If a skill should be taught, then the activity of the class should be such that an evaluation of that skill is easily obtained. Organizing activities, skills, and content around the World of Work could allow for more time to be used by children for expressive activities because their learning energies will be related to meaningful real-life situations. They will produce higher quality work. Those who need to cover specific curriculum

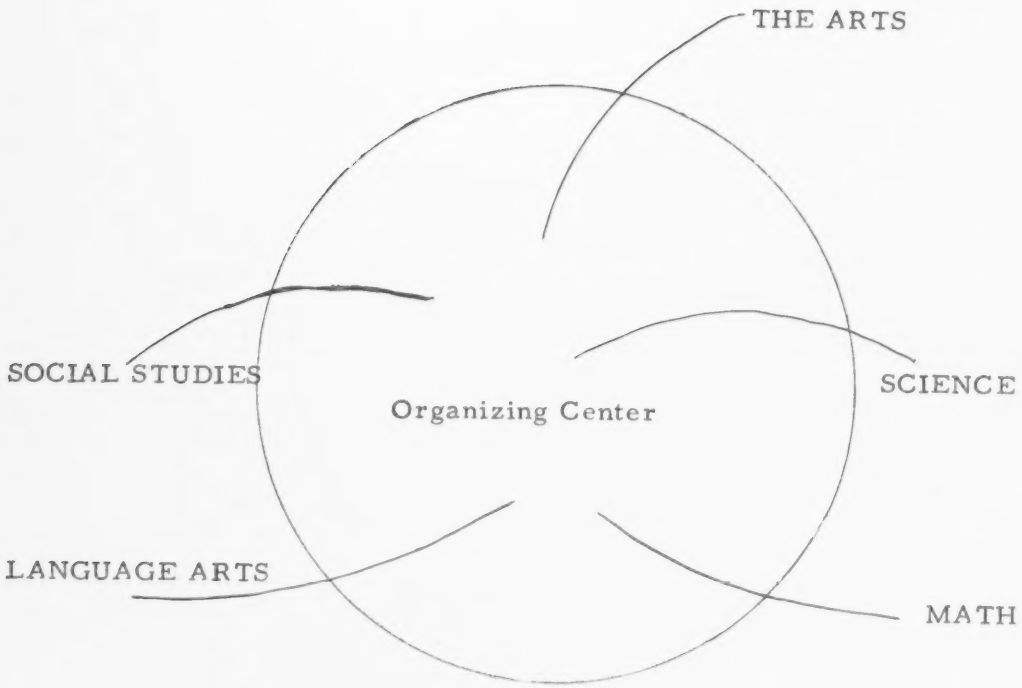
areas in particular time allotments will find their subjects may blend for discussion.

6. Does the administration support this approach?

You have full support. District 150 is committed to this plan. The Board of Education has fully endorsed Career Education. Dr. Norcross, Superintendent of Schools, was instrumental in securing a federal grant to make it operational. A Career Awareness and Exploration staff consisting of a Director and a Counselor has responsibility for project administration, evaluation and reporting. District 150 Administration has spoken out in favor of every teacher K-8 using at least two career education units during the school year.

7. How should I explain to parents what we're studying as we become involved in the World of Work?

First, a communication to the home prior to each unit of experiences, pointing up values of the particular career education endeavors is "a must." This causes the teacher to clarify her direction and objectives as well as looking toward performance for evaluation. The child should participate in the planning of the work to follow. Children may write, speak, and draw to express their feelings and thoughts according to individual potentials. Parents are interested in their children's efforts and should be informed about the nature of the instructional program and the objectives to be attained. Of course, parents should be involved whenever possible. Those who participate directly in interviewing and field trip experiences have an added privilege and become aware through firsthand observations.



Spin your subject areas into and around your organizing center.

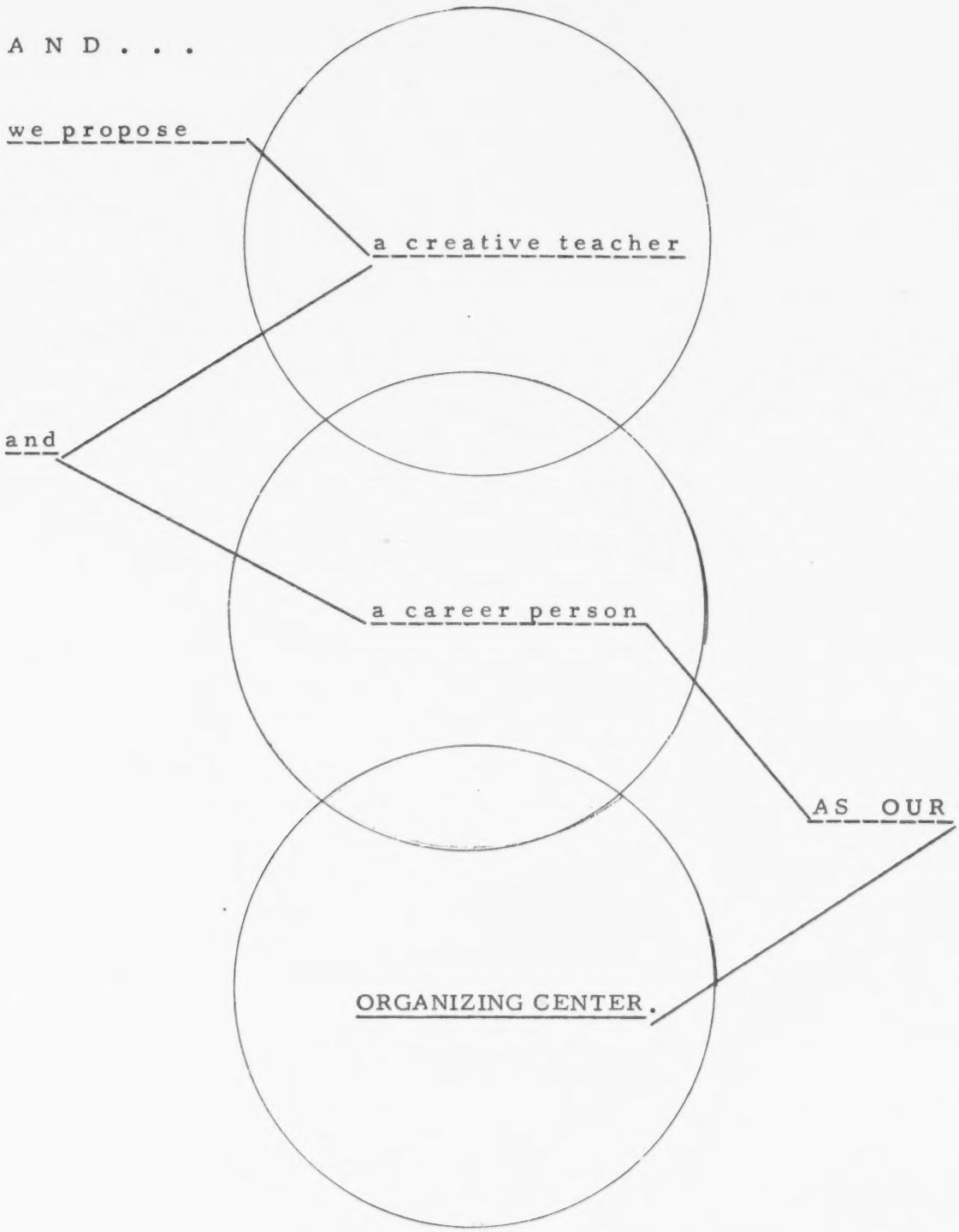
The organizing center is

--a common place to stand

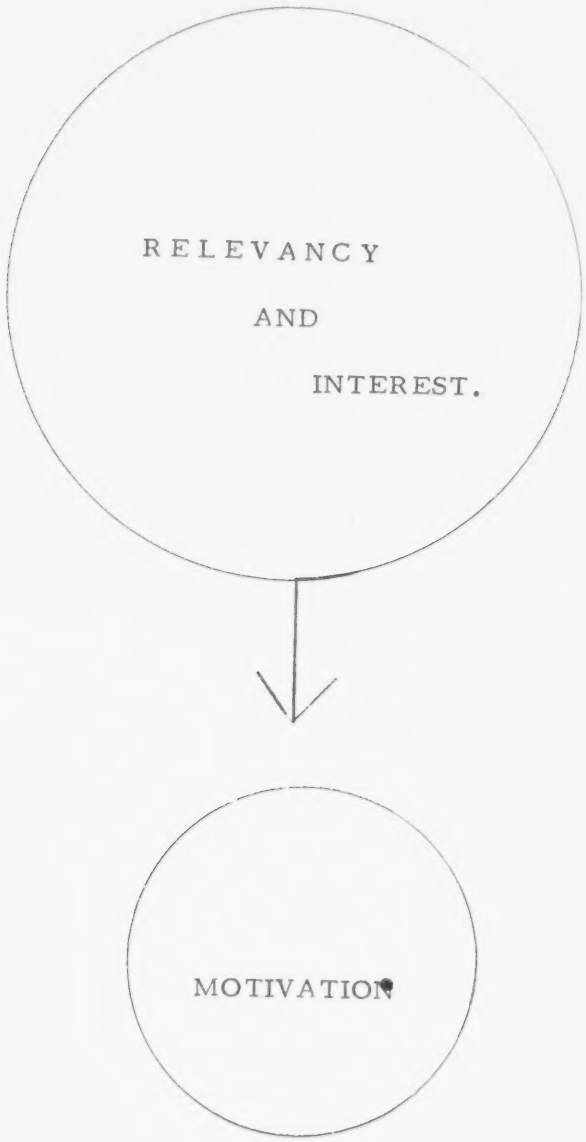
--a point to begin

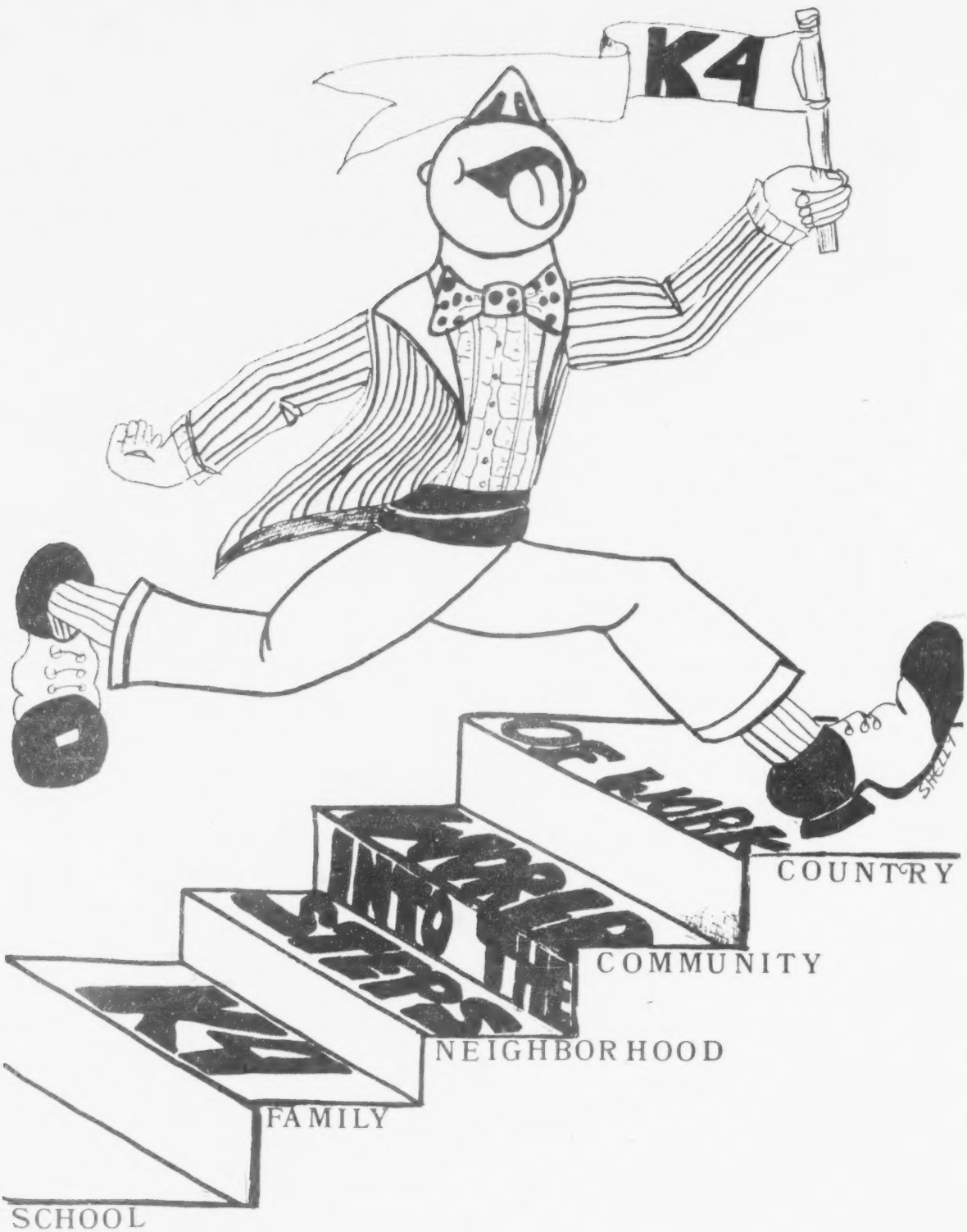
The organizing center is

--an idea
--a skill
--a person
--an activity
--a thing
--a place

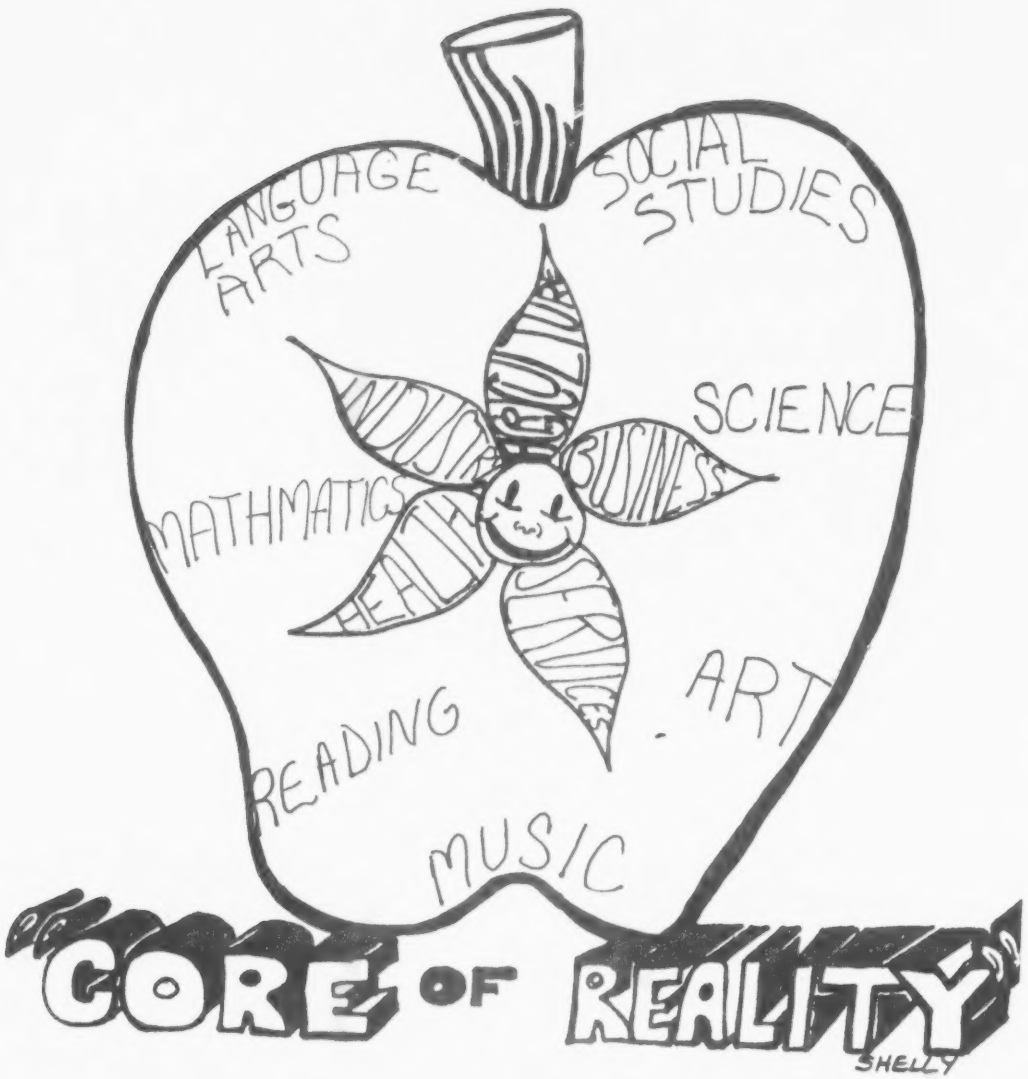

A N D . . .
we propose
a creative teacher
and
a career person
AS OUR
ORGANIZING CENTER.

By using the ORGANIZING CENTER, you have set the stage for




K4
OF WORK
WORLD
INTO THE
LETTERS
K4
SCHOOL
FAMILY
NEIGHBORHOOD
COMMUNITY
COUNTRY

CAREER AWARENESS



K-2 FAMILIES

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations: Father
Mother
Brothers and Sisters

Places: Home

Things: Daddies and What They Do All Day
Mothers and What They Do

Films:

Film #	Title:
807	Families and Learning: Everyone a Teacher
880	The New House
320	Grandmother Makes Bread
	Robert and His Family

MOBILITY OF CONTENT AND PROCESS

Reading: Vocabulary of family-related terms
Reading texts and booklets of family workers
Library resource material
Biographics

Language Arts: Writing -- Communication skills
Self expression
Interviewing
Roleplaying

Math: Measurements for cooking, decorating, repairs
Earning and spending
Family budgeting
Child's allowance

Social Studies: Environment (ecology) maps
Families of our land and other lands
Holidays

Science: Cooking ingredients
Thermometers and thermostats
Types of heat, plumbing, electricity, etc.
Fire hazards

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Serve a meal
Make family booklet
Develop Bulletin Board
Draw family activities
Make puppets

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupation: Student, safety patrol, custodian, volunteers, Principal, secretary, cafeteria workers

Places: Classroom, Cafeteria, School Offices, Furnace Room - supply room

Things: Office Equipment - telephone - mail boxes - intercom - files - typewriter - bell system - copy machine - mimeograph machines - master - shorthand book - stamp pads - pony express - attendance card
Cafeteria Equipment - oven - freezer - trays - food delivery and lunch money
Custodial Supplies - brooms - vacuum - portable carry-all

MOBILITY OF CONTENT AND PROCESS

Reading: Experience charts about workers
Books involving school occupations
Read names on doors of rooms
Writing stories

Language Arts: Interviews, experience charts, filing (pictures, colors, letters, numerals, shapes)
Vocabulary (development -decoding -encoding)
Answering telephone, ordering supplies, working speaker system, roleplaying work - individual discoveries through "Box-A-Job" of Secretary

Math: Counting money, absentees, supplies, using numbers on office equipment, filling out orders, filing numerals in sequences, lunch money records, recognizing numerals on doors

Social Studies: Location of principal and secretary's offices
Bring equipment into classroom from office & "Box-A-Job" by children. Visit to cafeteria, cafeteria workers tell children about preparing meals. Visit custodian and furnace room, learn about his various jobs.

Films:

Film #	Title:
825	Safety After School
51	Beginning Responsibility: Getting Ready for School (color)

Science: Source of paper. Watching machines work and how they relate to simple machines. Discussing and learning heat (coal, gas, steam)

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Oral expression of career visits. Bulletin board display of discoveries. Individualized booklet child will share with family. Parents share materials children have found interesting during Career Visits such as typewriters, gel-pad, stamp pad, mail boxes. Learn songs appropriate to the various jobs involved.

K-2

FIREMAN

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations: Engineer, Fireman, Dog, Chief, Rescue Squad

Places: Fire station

Things: Library; Films and filmstrips
Safety, fire from Council on Responsible Driving
Career Kit (Educational Progress Corporation)
Firefighting Game Career Kit #165

MOBILITY OF CONTENT AND PROCESS

Reading:
Preparing interview questions
Chart the Career Visit
Share materials read
Vocabulary plus fireman jargon
Researching skills - library, etc

Language Arts:
Discuss written and oral communications
Writing letters of invitation and thank you
Writing creative stories and plays
Roleplaying
Spelling and phonics with related vocabulary

Math:
Word problems involving fireman, his work, his equipment,
Working with measurement, time and mileage

Social Studies:
Map work - neighborhood (locate fire house and hydrants)
Map work - city (locate fire house and hydrants)
History of fireman, trucks, clothing, Peoria fire department, etc

Science:
Discuss kinds of causes (oil, gas, electrical combustible) of fire
Discuss different firefighting materials and uses, scientific reasons for using them
Material of firefighting clothes. Importance of oxygen

Health & Safety:
Prevention of fires - safety at home, in school, in community
Discussion of all safety drills
Ecology and fire
Emergency first aid
Clean up duties of firehouse

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Set up a fire station in classroom
Study safety rules for classroom, school and home
Make Smokey Bear puppets
Write and produce a play
Create diorama or mural depicting fire protection plan
Do a safety check of school and home

K-2

NEIGHBORHOOD PARK WORKERS AND NATURALISTS

Children's Garden and Parent Supervisor

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:
Parent and child gardeners
Marcus Maxon - Horiculturist at Glen Oak Park
Forest Park - guide and helper
Uncle Toby and Aunt Betty

Places:
Neighborhood walks (gardens or greenhouses)
Neighborhood park
Career Visits to Forest Park Nature Center

Things:
Real plants - seeds - bulbs and cuttings
Investigation of insects and small animals (ex: gerbils in room)

Films:

Film#	Title:	Film#	Title:
528	Wonder of Grasshoppers	904	Wonders of Your Own Backyard
873	Learning about Leaves		
617	Life On a Dead Tree	421	How Does a Garden Grow
883	Plants Live Through Winter		
382	Plant Life At Work		

MOBILITY OF CONTENT AND PROCESS

Reading:
Nature stories of varied levels (self-selection)
Library books - Encyclopedia - Childcraft
Experience charts with children's illustrations
Vocabulary lists to decode and explore categories and related meanings

Language Arts:
Interview the naturalists
Create sequential experience charts of Career Visit
Write individual stories and thank you notes
Roleplay workers interviewed, group guesses which workman is being imitated

Math:
Relationships of sizes of leaves, trees, animals, etc.
How many blocks or miles to park or nature center
Time telling - Appointment hour - travel time

Social Studies:
Listen to tapes of neighbor - naturalist park caretaker interviews
An open discussion "Why are these workers important to us?"

Science:
Identify leaves Define location Make maps of trips
Study habitats of animals - Identify birds and trees
Study care of animals, plant life and trees

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

An awareness in children of the work in the world of nature that surrounds them
Bulletin board to share learning experiences with parents and friends in other grades
Mural of persons who work within agricultural occupations
Collage of tasks of workers interviewed
Write and sing songs about nature
Make a collage describing occupations in nature settings
Pictures and booklets about Career Visits

K-2 RESTAURANT WORKERS

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:
- Waitress or waiter
- Cashier
- Chef or cook
- Car hops
- Parent
- Host or hostess

Places:
- Restaurant
- Motels
- Drive-in
- Hotels
- Carry-outs
- School cafeteria

Things:
- Library
- Films and filmstrips
- I Want to be a Waitress. Children's Press

MOBILITY OF CONTENT AND PROCESS

Reading:
- Prepare interview questions
- Chart career visits
- Share from materials read
- Vocabulary (restaurant jargon) - written and oral
- Researching skills

Language Arts:
- Communication skills, especially listening and writing
- Write invitations and thank you notes
- Write stories about interesting experiences with customers

Math:
- Compute area
- Volume
- Measurement
- Place value
- Adding bills
- Multiplication
- Making change - money value

Social Studies:
- Map skills - locate restaurant on city map
- Kinds of restaurants in your community
- Kinds of foods served in various restaurants (ethnic)
- Inter-personal relationships

Science:
- Plan and prepare a well balanced and attractive meal
- Basic foods
- Prevention of food spoilage, mold, etc

Health & Safety:
- Table manners, personal cleanliness
- Discuss proper handling, cooking, and service of food
- Safety around all cooking equipment and utensils (Knives, oven, etc.)
- Discuss need of health certificate

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

- Create a "Box A Job" on restaurant workers
- Make up menu
- Set up restaurant and invite parents to be customers (Roleplaying)
- Set a table and serve
- Make table center pieces for school cafeteria and home

The following items were displayed by publishers' representatives at the summer, 1972 workshop. Teachers who prepared the K-4 units have suggested that this list be included. Some of the materials are avaible at the Career Education Resources Center, 672-6741. Preview of others can be arranged with the publishers through the Career Education staff.

I WANT TO BE BOOKS

Children's Press - 1224 W. Van Buren Street, Chicago, Illinois 60607
Peoria Representative - Mrs. Luella Gerber, 1011 North Institute Place
Peoria, Illinois

LANGUAGE DEVELOPMENT PROGRAM - SRA

Science Research Associates, Inc., 259 East Erie Street, Chicago, IL. 60611
(This could be used as a guide when preparing interview questions)
Suggested Units: 1, 3, 4, 7, 8, 11.

SVE GRAFLEX AUTO - VANCE II STUDY MATE

1345 Diversey Parkway, Chicago, Illinois 60614
(A compact, easy to use, unit for automatic or sound filmstrip presentations. Ideal for individual or small group investigations).

CAREER RELATED SOUND FILMSTRIPS TO USE WITH THE STUDY MATE

"Getting to Know Me" - JC 102 SATC
"Homes We Live In" - J211 SCTC
"Community Workers and Helpers" - JF210 SATC
"The Food We Eat" - J211 SATC
"Robert and His Family" - 208 -1, 2, 3, 4

CAPTIONED SOUND FILMSTRIPS

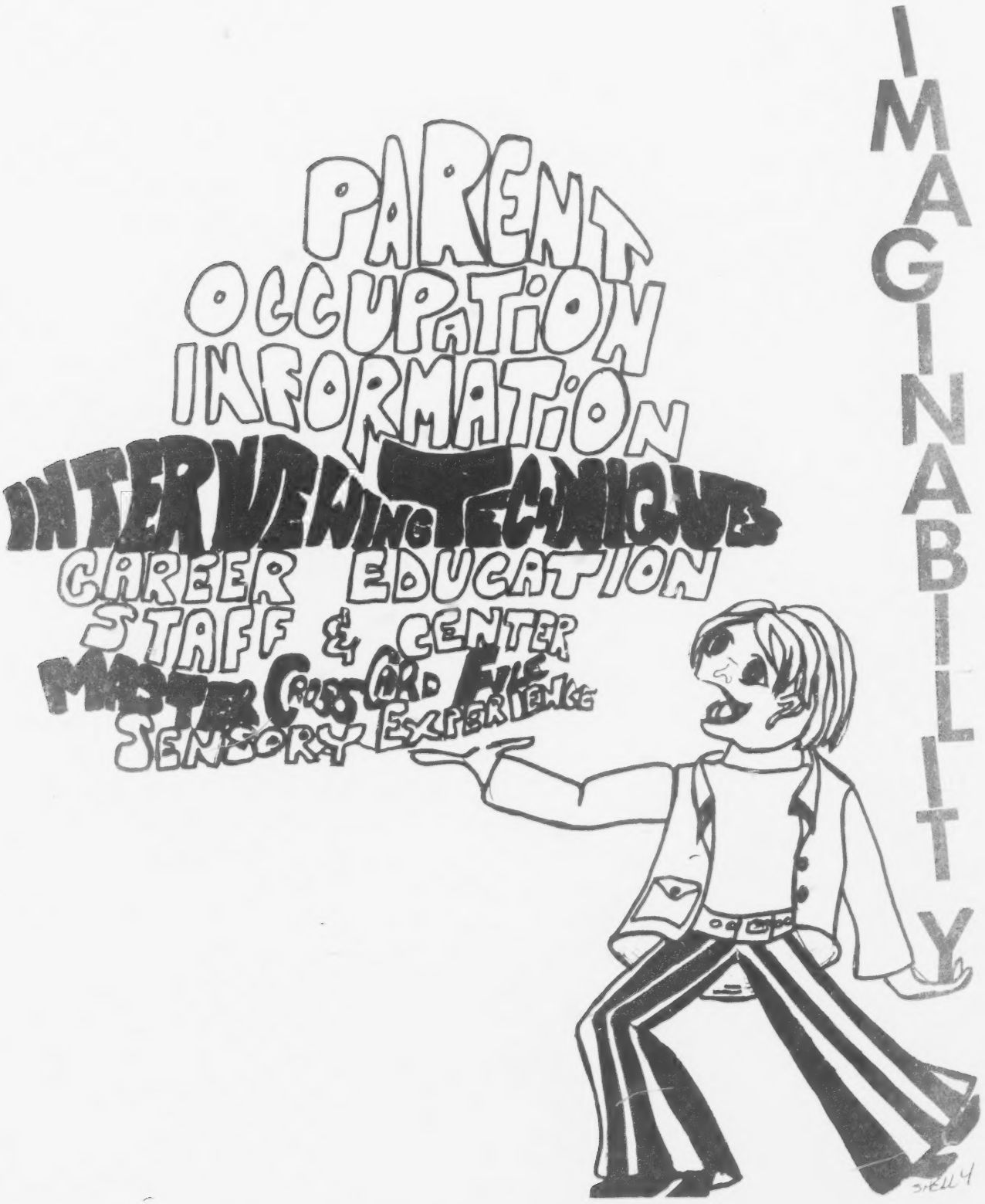
"Family Members at Work" - J207 -2
"Food, Clothing and Shelter" - J 203-S, J204-S, J205-S

SVE RECORDS OR CASSETTES

(Dramatic recorings teach youngsters about different job functions and how they help contribute to the community.)
"Helping Is A Good Thing" - JIR -13, JIC-13
"Knowing Our Community Helpers" - JS17-R, JS17 - CT

ADVENTURES IN LIVING

Western Publishing Company, 150 Parish Dr. Wayne - NH 0740
(Ideas for Career Education and Academic Skills)


IMAGINABILITY
PARENT
OCCUPATION
INFORMATION
INTERVIEWING TECHNIQUES
CAREER EDUCATION
STAFF & CENTER
MASTER CROSS CARD FILE
SENSORY EXPERIENCE

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations: Equipment supplier
Lunchroom manager at school
Health inspector
Food broker, wholesale
Farmer
Deliveryman - milk, bread, produce

Places: Local restaurant
Health department
Commercial laundry
Wholesale suppliers

Things: Books: I Want To Be A Restaurant Owner by Carlo Greene
I Want To Be A Baker. Children's Press

Films:

Film #	Title:
523	What's Good to Eat
118	Courtesy for Beginners
99	Arithmetic in the Food Stores

MOBILITY OF CONTENT AND PROCESS

Reading: Textbooks
Brochures
Menus
Advertisements for food and restaurants

Language Arts: Interviewing skills
Letter writing
Jargon of restaurant worker
Creative stories
Roleplaying
Poems

Math: Fractions and recipes
Place value, making records
Bookkeeping
Change
Pay bills
Banking
Write checks
Story problems about profit and margins

Social Studies: Plan meals and menus from different countries
Purchase food and supplies.
Training and directing personnel (roleplaying)

Science: Origin of food products
Growing seasons, climate
Study of bacteria and molds
Sanitation
Balanced meals, care and cooking of foods

Art: Design Decor

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Make and design menus, place mats, and napkins
Design a color scheme for a restaurant
Design restaurant sign
Design uniforms
Table setting
Order supplies

3-4 DEPARTMENT STORE PEOPLE

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:

Manager	Delivery person	Gift wrap person
Cashier	Clerk	Buyer
Stock boy	Security guard	Advertising manager

Places:

Bergners: Sheridan Village, Madison Park or Downtown
Miracle Mart - Glen and University
Local store

Things:

Come Work With Us In A Department Store, Sextant Systems, Inc. (1971).
I Want To Be A Salesclerk, Children's Press, Chicago (1969).
The Social Sciences, Chapter IV, 4th Grade, Harcourt Brace.

MOBILITY OF CONTENT AND PROCESS

Reading:

Stories in basic readers, supplementary books, library books

Language Arts:

List vocabulary words used in a department store
Have children take notes on a resource person's visit
Interview and take notes on a Career Visit
Give oral report on an occupation practiced in a department store

Math:

Make out sales slips
Figure profit and loss
Make change
Figure "best buy" by comparing advertisements
Use multiplication and division in figuring single article
Cost from group price and vice versa

Social Studies:

Study origin of products, transportation, etc.
Study international relationships and people of the world whose work is represented by the products of a department store

Science:

Figure correct content labels for articles in store
Testing fibres
Under supervision, test flammable and fire-resistant articles

Art:

Make department labels for the store
Design an advertisement
Make a collage depicting an aspect of department store operation
Make art paper and gift wrap articles from store

ACCOMPLISHMENT-PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Set up, name and operate a store in the classroom (Articles may be tangible miniatures or pictures cut from magazines.)
Roleplay occupations for the departments

3-4 FROM TREE TO TABLE - WHO'S IN A BANANA'S WORLD OF WORK

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations: Truck driver, Rail traffic manager, Dietician, Produce man, Wholesale supplier

Places:
Conservatory (Glen Oak Park)
TV advertising department.
Grocery store - pictures

Things: Commercials, Grocery ads, Recipes, Newspapers, Films, Magazines, Filmstrips

MOBILITY OF CONTENT AND PROCESS

Reading:
Brochures
Advertisements

Language Arts:
Use encyclopedias and library books
Note taking
Oral and written reports
Vocabulary
Write invitations and thank you letters
Write ads and description of banana splits

Math:
Miles bananas travel
Using fractions for recipes
Measuring
Compare prices per pound

Social Studies:
Use maps to locate where bananas grow
Bulletin board, transportation (boat, train, truck)
Read about families where bananas grow

Science:
Find uses of bananas in various foods
Nutritional value of bananas
Charts
Meal planning

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Draw Chiguita banana and other characters
Ads for bananas
Singing commercials
Puppets
Mural depicting banana trees and steps from tree to consumer

AUTO MECHANICS

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:
- Auto Mechanic
- Car Salesman
- Gas Station Manager
- Teacher of Auto Mechanics

Places:
- Auto repair center
- Sears, Berners, Peoria Auto Parts, Local Garage
- Truck terminal
- Peoria Public Schools Vocational Center - Auto Mechanics

Things:
- Auto companies for development of cars
- Engine parts from junk yard or auto parts store
- Tools used by mechanic
- Children's Press Books
- Filmstrips

MOBILITY OF CONTENT AND PROCESS

Reading:
- Use textbook and other supplementary texts
- Brochures about cars, trucks
- Maintenance manuals
- Owner's manuals
- Develop list of auto parts

Language Arts:
- Interview mechanic, riddles about car parts
- Thank you notes, creative writing
- Learn names of auto parts and their function

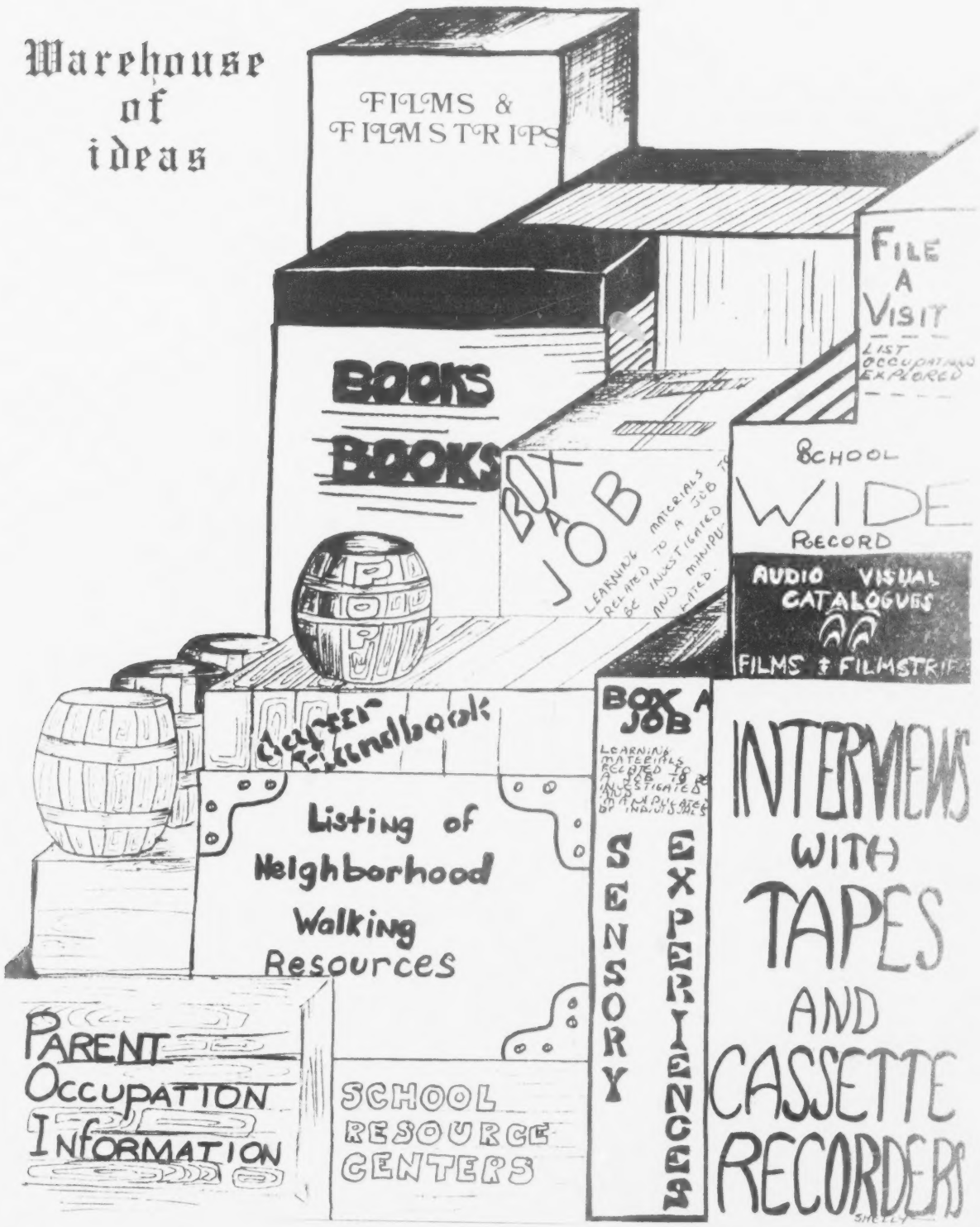
Math:
- Estimate cost of repair
- Compare value of different parts
- Estimate mileage
- Compute price of car

Social Studies:
- Locate origin of natural resources used in auto manufacture
- Discover why some locations are superior to others for manufacturing

Science:
- Look for six (6) simple machines in operation in a car
- Label basic parts of engine
- Demonstrate hobbies related to mechanics

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

- Design a car of the future
- Make a time line representing the history of the auto
- Make working model of a piece of machinery
- Model cars
- Bulletin board exhibiting and labeling auto parts and tools
- Make vocational guidance kits


Warehouse of ideas
FILMS & FILMSTRIPS
FILE A VISIT
LIST OCCUPATIONS EXPLORED
BOOKS
BOOKS
BOX A JOB
SCHOOL WIDE RECORD
AUDIO VISUAL CATALOGUES
FILMS & FILMSTRIPS
Career Handbook
Listing of Neighborhood Walking Resources
BOX A JOB
SENSORY EXPERIENCES
INTERVIEWS WITH TAPES AND CASSETTE RECORDERS
PARENT OCCUPATION INFORMATION
SCHOOL RESOURCE CENTERS

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:	TV station manager	Lighting director	Time salesman
	TV floor manager	Sound engineer	Prop man
	Announcers	Secretary	Make-up people
	TV repairman	TV salesman	"Stars"
Places:	WMBD	WEEK	TV sales and repair store
	WRAU	WTVP	
Things:	Video-tape machines	Scripts	Costumes
	Microphones	Cue cards	TV tapes
	TV cameras	Props	Make-up

Films:

Film #	Title:
198	Community Television

MOBILITY OF CONTENT AND PROCESS

Reading:
- Devise a vocabulary of TV terms
- Use tape recorder for student to hear his own voice
- Plan a TV editorial
- Write commercials
- Write news stories

Language Arts:
- Interview person from TV station
- Roleplay TV reporter in front of class
- Write commercials and news items for a 15 minute program

Math:
- Use stop watch to time the 15 minute program
- Start and stop watch at the exact second
- Figure the costs of a 15 minute TV program
- Use interviews of TV station managers for basic cost information

Social Studies:
- History of TV and how it is supervised in the U.S.A.
- Identify 5 TV personalities in different occupations in commercials
- Study propaganda values of "names" used in advertising

Science:
- Place geography - election coverage of politicians
- Students make up TV job box to show to lower grade students
- Career visit to a TV station
- Interview TV repairman
- Investigate how Cable TV works

Music:
- Produce singing commercials

Art:
- Design visual commercials and titles for TV use
- Investigate which colors show up best on TV

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

- Students do TV survey of their own listening, watching habits and compare with survey of parents
- Make TV video-tape and play back to parents
- Publish concise one-sentence summary of favorite TV shows
- Make TV job box

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations
Hospital pharmacists
Pharmacologists
Pharmacists at local drug stores

Places:
Junior League - Peoria
Peoria Medical Association
Local drug stores
Clinic pharmacies

Things:
Materials from Junior League about Peoria Programs in Health Occupations
Brochures from drug companies

MOBILITY OF CONTENT AND PROCESS

Reading:
Newspaper and journal accounts of developments in drugs for medical use
Drug company brochures

Language Arts:
Spelling words
Prescriptions
Radio ads
Research reports
Letters of invitation and thank you
Technical writing
Newspaper and TV ads
Coding

Math:
Making change
Metric measurements
Cost per dosage
Margin and profit

Social Studies:
Plant and animal origin of drugs
History of Penicillin and other drugs
Source of drugs in nature
Economic aspects of drug production

Science:
History and development of drugs (penicillin, etc.)
Effects of medicines on humans and pets
Chemistry

Other:
Folklore study on drugs, medicine

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Inventory home medicine cabinet
Make root beer in class
Write and produce a play based on folk medicine
Develop a booklet of family remedies based on stories shared by students and their parents

5-6 STATE HIGHWAY MAINTENANCE GARAGE

ACCESSIBILITY OF TALENT AND RESOURCES

People in occupations
Personnel Department workers
State Highway engineers

Places:
State Highway Garage - Rte. 88 - Knoxville Avenue
City Street Department
Sign shop

Things:
Safety films
Snow plow truck and other equipment brought to school
Visits to Highway Garage

MOBILITY OF CONTENT AND PROCESS

Reading
Brochures describing international sign system
Tourist information and other travel brochures from state
State highway maps
Rules of the Road booklets

Language Arts:
Sign making
Letters of invitation, inquiry and thank you
Reading sign symbols
Vocabulary
Spelling
Interviewing
Oral and written reports

Math:
Compute motor fuel tax
International and state signs - shape, perimeter, area
Math used by a surveyor
Costs of road materials
Costs of snow removal

Social Studies:
Map reading
Compute distances from map legend
Problems in highway building and maintenance resulting from climate, geography, etc.

Science:
Study of road construction (soils, materials)
Paints for signs and roads
Erosion control
Landscaping (plants, grasses)

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Reports
Supplement the Illinois Interstate Highway System with actual drawn plans on Illinois map
Build a model of a highway excavation
Build a model bridge showing its various parts, stress points, etc.

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:
Recruiters - Army
Navy
Marines
National Guard
R.O.T.C. personnel

Contact recruiter offices
Parents or grandparents with service experience

Places:
Visit recruiting offices of different branches of service
Visit airport (Air National Guard)

Things:
Films
Filmstrips
Posters
Awards
Service relics

MOBILITY OF CONTENT AND PROCESS

Reading:
Brochures from recruitment offices
News stories involving armed forces
Historical records of armed forces
Roleplaying - battles, camp life, station recruiter
Develop vocabulary - reports on any of the above

Language Arts:
Write reports on famous war heroes and battles
Interview and write up interviews
Give oral reports on any of the above

Math:
Study caliber of guns - gauge, cost of ammunition
Study types of weapons - use, cost
Calculate number of men in service - troops, company brigades, army, cost of housing, food, clothing of each

Social Studies:
6th grade unit - 11, 12, 13, 14 of text
5th grade unit - 16, 20, 21, 22 of text
All map reading skills of text

Science:
Study gases, fogging, chemical war, decontamination, purifying water, waste disposal

Art:
Poster - war scene, fields of battles, ensignia, etc.

Music:
Service songs - Victory at Sea, etc.

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Interview personnel
Map out Battles of War
Make up battle scence - clay, use any cut medium
Write and produce play about a famous battle

SEVENTH AND EIGHTH GRADES

Exploration should be the emphasis at this level. A Career Education program should include opportunities for young people to explore many ways in which people occupy their time. For example, leisure time is a growing problem in our society. "How do people utilize leisure time?" is a question worthy of study. There is an increasing need for volunteers to become involved in providing assistance to those who cannot provide for themselves. State welfare rolls grow when people ignore their neighbors' problems. In addition, our society is changing and routes to employment are becoming increasingly varied. Our charge should be to provide young people with experiences that will help them meet the challenges of our changing society.

This section includes several units which may be appropriate for incorporation into your program. We have made suggestions as to how these units may be used, but the implementation into your classroom will be up to you and your imagination.

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:
- Painting salesman
- Decorating teacher
- Upholstery representative
- Paint store owner and manager
- Northern Research Lab. rep.
- Kitchen supply store manager
- Layout artist
- Chemist

Places:
- Foster Gallagher
- Roecker's Paint
- Adams Furniture
- Trend Kitchen
- Northern Research Laboratory

Things:
- Magazines
- Newspapers
- Films
- Filmstrips
- Decorating catalogs
- Tape measure

MOBILITY OF CONTENT AND PROCESS

Reading:
- Research contemporary literature on decorating
- Letters
- Vocabulary of field
- Search through magazines for advertisements
- Use magazines such as Better Homes, American Home

Language Arts:
- Letter writing
- Interviews
- Investigate insurance for furnishings

Math:
- Number of gallons needed to paint a given area
- Study of liquid measure
- Price fabrics and compare cost
- Weight of materials used
- Measurement of classrooms

Social Studies:
- Why different designs for different sections of country, types of trees in different sections, fire prevention

Science:
- Invite chemist, study the composition of paint
- Harmful effects of paint
- How climate affects paint
- Why different typs of wood are used for specific things
- Manufacturing techniques
- Study of light effects on different colors

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

- Design a room
- Make notebook of favorite house designs
- Design a pattern for wallpaper
- Open house - show materials made
- Make chart of room - specific scale
- Decorate a portion of classroom according to a well-chosen plan

7-8 NURSING; TECHNOLOGIST; ANESTHETIST

ACCESSIBILITY OF TALENT AND RESOURCES

People in occupations: Hospitals - Administrators and Personnel Directors
- Directors of Nursing Instruction
- Director of Anesthesiology

Illinois Central College - Director of School of Nursing
- Students in School of Nursing
- School nurses

Red Cross Personnel
Public Health Nurse

Places:
Medical and Dental Offices
Convalescent Shelter - Care Homes
Hospitals

Things:
Films and Filmstrips
Books and other informational materials
Catalogs and brochures from Schools of Nursing

MOBILITY OF CONTENT AND PROCESS

Reading:
Medical terms vocabulary.
Read reports, stories, and related articles.

Language Arts:
Filling out forms.
Spelling terms.
Interviews.

Math:
Roleplaying
Making temperature charts
Cost of training.

Social Studies:
Notebooks containing reports on history of nursing.
Debates.
Scrapbooks.

Science:
Use films.
Filmstrips.
First aid demonstration.

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Interview hospital personnel and/or nurses.
Make graphs using temperature charts.
Make scrapbook of nursing profession.
View films and filmstrips.
Fill out forms and charts.
Make vocabulary list of medical terms (for spelling -pronunciation.)
Ask nurse to bring instruments for demonstration.
Make and display flow charts showing steps, time required and cost of training for entry into nursing, medical technology and related fields.

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations:
Carl Unzicker - Union carpenter - custodian - Trewyn.
John Freimuth - Freimuth Woodworking Company
District 150 carpenter
Bob Strassburger - Peoria Cabinet Co.
People in similar positions near your school
Union representative

Places:
Lumber yard
Freimuth Woodworking Company
Streibich's Hardware
P & W Builders
Similar business near your school
Local building sites

Things:
Home improvement books and brochures
Union publications

MOBILITY OF CONTENT AND PROCESS

Reading:
Reading ads.
Reading newspaper articles on carpentry.
Reading handyman magazine articles.

Language Arts:
Vocabulary of the building trades.
Reports.
Notebooks.
Letter writing.
Interviewing speakers.
Vocabulary on tools.

Math:
Scale drawings.
Measuring.
Figuring cost per foot.
Figuring cost of completed objects.
Figuring wastes.

Social Studies:
History of carpentry,
History of unions.
Films on carpentry.

Science:
Film on density of wood.
Field trip to identify different trees.
Film on forestry.
Ecology - what will happen when lumber supply is exhausted.

Other:
Tool identification and usage.

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Class reports.
Notebooks.
Interviews of speakers.
Evaluations of films.
Evaluations of career visits.
Career visits to bldg. sites.
Build scale model of school or home.
Build garage to scale (can be cardboard).

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations: Clerks
Managers
Owners

Places. Del Farm Food Stores
Bergner's Department Store
Thom McAn Shoe Stores
Similar stores in local school areas

Things: Booklets and pamphlets used as audio-visual aids

MOBILITY OF CONTENT AND PROCESS

Reading: Remove labels from empty cans and read contents.
Pick out individual item and make cookbook with recipes centered about item.

Language Arts: Study various terms used in retail business as part of spelling skills.
Devise a weekly meal plan that includes amounts and total expense for student's individual family.

Math: Practice making change using play money.
Devise order forms to understand stocking shelves and fast selling items.
Study use of data processing in ordering for stores.

Social Studies: Set up checkout counter to roleplay clerks and customers.
Use empty labeled cans as merchandise.
Pick item and follow through from seed to table.

Science: Discuss and investigate various preservatives for different foods and their importance.

Art: Devise advertising using limited amount of color (red, white, black, green) to instill creativity within restraint.

Music: Discuss kinds of background music used in retail stores.
Experiment with different types that help to motivate consumer.

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Set up department store in classroom.
Have a personnel manager responsible for completely staffing store.
Students can repair articles of clothing, household items, and toys to sell.
Class members can buy stock in company.
Students who bring in merchandise are wholesale agents.
Company can buy from them and then retail merchandise to other class members and students from other classes.

ACCESSIBILITY OF TALENT AND RESOURCES

People in Occupations

Students within the classroom
Custodian
Architects
Parents in the occupation
Horticulturist
Nurseryman
Christmas Tree Light Committee
City Treasurer
City Assessor
City Planner
Florists

Places:

City Planning Department
Park District
City Beautiful
Forest Park Nature Center
Nurseries in the area
Urban Renewal Office

Things:

Social Studies texts
Math texts for measurements
Science texts and equipment
Periodicals in the fields of horticulture, floriculture

MOBILITY OF CONTENT AND PROCESS

Reading:

Reading articles
Vocabulary list

Language Arts:

Interviews
Themes
Letter-writing (thank you notes)
Speeches
Taking notes
Letters to government people
Spelling words

Math:

Application of space usage and basic math
Consider measurements, budgets, salaries, maintenance

Social Studies:

Interview Park Board members
Understanding of the needs of the city and its people

Science:

Ecology
Study knowledge of trees and their identification
Study weather

Art & Music:

Draw color plot of garden
Discuss musical landscaping (background music, study moods)
Psychology of color and sound
Musical appreciation

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Plan a park in urban area using measurements, budgets
Field trips to City Hall and park
Interview various speakers
Trips to City Council meeting
Grow a plot of grass and flowers
Field trip to nature center, parks, nursery, airport, and florist
Plan a garden - draw plan in color

7-8

USED CAR SALESMAN

(Small or independent businessman and owner)

ACCESSIBILITY OF TALENT AND RESOURCES

People in occupations: Used car lot owner
Sales manager
Salesmen

Charles Cornaghie - salesman at Parkway Motors
Your choice of salesman near your school

Places:
Auto dealers - new and used
Auto parts stores
Wrecking yards
Title and license bureau

Things:
Local auto agencies
Junk yards
Films on auto industry

MOBILITY OF CONTENT AND PROCESS

Reading:
Reading of newspaper articles and ads.
Vocabulary.
Auto brochures.
Warranty books.
Owner's manuals.

Language Arts:
Fill out title forms.
Fill out license forms.
Fill out application blanks.
Write want-ads for used cars.

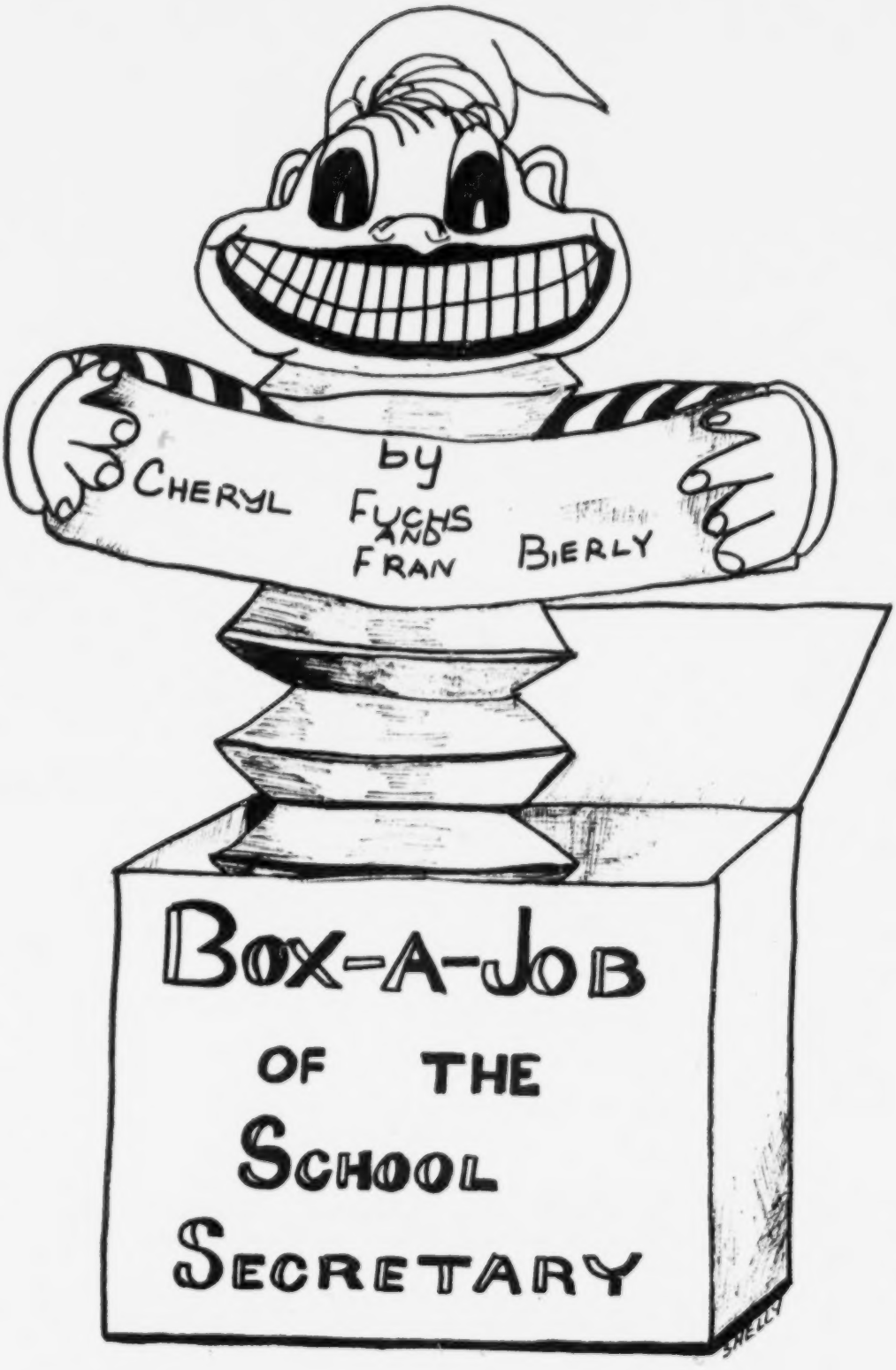
Math:
Figuring interest, sales tax, wholesale cost and percentage, profit/loss, overhead, depreciation, miles/gallon, commissions.

Social Studies:
Distribution of the auto industry.
Importance of the auto industry to our economy.
Film on car manufacturing.

Science:
Internal combustion engine.
Effect of auto on the environment.
Metals and materials used in the auto industry.

ACCOMPLISHMENT - PERFORMANCE, FINISHED PRODUCTS AND EVALUATION

Role-playing - auto salesman.
Field trip to sales lots.
Field trip to junk yard.
Interview lot owner.
Discussion of films, speakers, and trips.
Reports on auto industry (effect on economy, effect on environment, auto manufacturing.)
Make a display showing steps in obtaining, preparing, and selling a car on a used car lot.
Compare to new car preparation and sales.


by
CHERYL FUCHS AND FRAN BIERLY
BOX-A-JOB
OF THE
SCHOOL
SECRETARY
SHELLY

BOX-A-JOB

The last part of the school year, we were introduced to an individualized program in career education, Occupacs. These were developed by Dr. Marla Peterson. Since these will not be available this fall, we felt we could make them ourselves. This was the beginning of our "Box-A-Job" on the School Secretary.

The first step was to take slides of our own school secretary on the job. We took these slides of her performing various tasks.

1. talking to visitors.
2. answering the telephone.
3. taking dictation from the principal.
4. consulting with the principal.
5. handing a teacher something from a file.
6. giving supplies to a teacher.
7. giving first aid.
8. returning lost book.
9. returning lost lunch box.
10. talking with children.
11. handing lunch tickets to older child for delivery.
12. using the intercom.
13. putting materials in teachers' mail box.
14. typing.
15. using the duplicator.

(Photographs and/or pictures could be used here.)

Our next project was to collect the various materials used by a school secretary. These were put in folders each with a specific number to correspond to cassette tape:

1. folder of different kinds of paper.
2. folder of different kinds of envelopes.
3. letter, carbon, and carbon copy.
4. forms used by the school secretary.
5. masters.
6. stamp pad and stamp.
7. secretary notebook with shorthand.
8. file box for discovery on how to alphabetize.

The last step was the making of cassette tapes. There were four tapes used.

Tape one explained the slides to the children. It told exactly what the secretary was doing in each slide. Tape two was a 'peek into the secretary's desk.' In this activity, the children actually used the materials found there. Tape three helped the children make a master to be run off on the duplicator machine. In tape four children learned how to file letters.

In the making of a Box-A-Job, as a result of a career visit and interview; several things should be kept in mind:

1. Specific directions must be mentioned on the tape including directions for replacement of materials.
2. There should be manipulative materials included and time for manipulation.
3. These kits can be put together without cost to the teacher. (See Career Awareness Director (Dr. Dugger) or Vocational Counselor (Mr. Charles Pryor).

Besides learning something about careers, other benefits can be derived from this type of program.

All children, regardless of academic achievement level, are able to participate, enjoy, and gain knowledge from this activity. It improves listening skills, ability to follow directions and care for materials, self-concept and self-discipline rise to new heights.

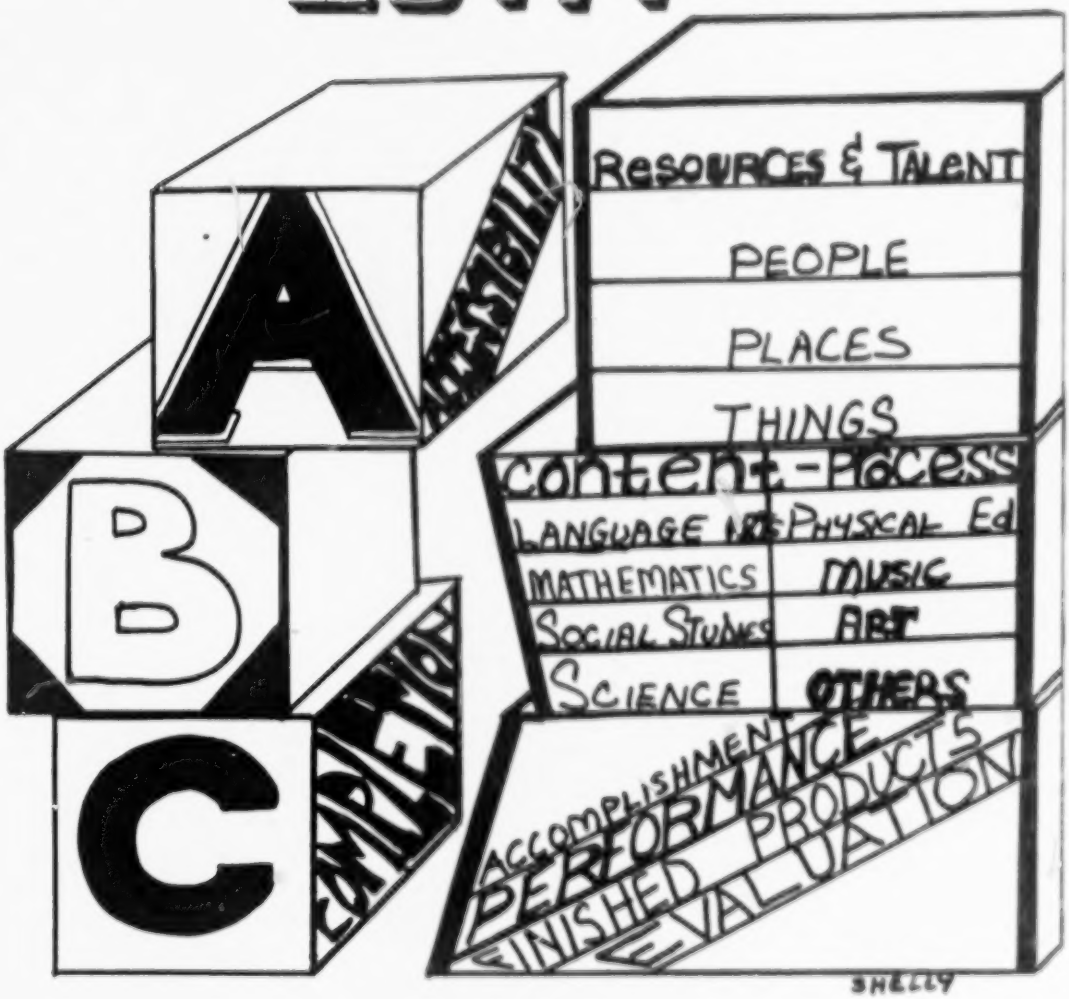
This idea may be extended to all areas of elementary schools by individualizing planning and research.

Fran Bierly
Cheryl Fuchs

Teachers at Loucks Elementary School

WE
DARE
YOU
TO
CREATE
YOUR
OWN
UNIT!!

IT'S AS EASY AS...



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Mr. William I. Grant, Assistant Superintendent, served as Principal Investigator during the early development of this project.